

AN INVESTIGATION OF THE
SITUATIONAL LEADERSHIP MODEL
IN COLLEGE HOUSING ADMINISTRATION

by

MICHAEL K. VETTER

A DISSERTATION PRESENTED TO THE GRADUATE SCHOOL OF
THE UNIVERSITY OF FLORIDA IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF PHILOSOPHY

UNIVERSITY OF FLORIDA

1985

ACKNOWLEDGEMENTS

The completion of this dissertation would not have been possible were it not for the support, guidance, encouragement, and love of my family, friends, and colleagues. I would like to take this opportunity to express my appreciation to the following individuals who assisted me in this endeavor.

I extend my sincere thanks to Dr. C. Arthur Sandeen, the chairman of my doctoral committee. Through his questioning of my thoughts, I was able to formulate this study. By his never-ending support and encouragement, I was able to complete it.

To the other members of my doctoral committee, I offer my gratitude. To Dr. Harold Riker, I thank for his careful editing and constructive criticism. To Dr. James Wattenbarger I thank for his faith in me as a student throughout my doctoral program.

There are several people I want to recognize who assisted me in completing this dissertation. To Linda Crocker, I thank for her advice in the analysis of my data. To Carie Gingerich, I thank not only for her typing of my final draft, but also her cheerfulness during those final revisions. I especially want to thank Joan Bowers not only for her typing, but for her dedication and her willingness to assist me through the data collection process.

I want to extend special thanks to my staff, colleagues, and friends at the University of Florida and Western Illinois University for their support. To Jim Grimm, I express my appreciation for his assistance, guidance, and understanding throughout the dissertation

process. To my staff and colleagues, especially to W. Garry Johnson, Randy Hyman, and Jack Worley, I thank for listening to me and offering me your encouragement during some difficult times.

I want to extend very special thanks and appreciation to my wife, Deb, and daughter, Diana, for their love, understanding, patience, and personal sacrifice. I recognize that they endured lonely evenings and fatherless weekends enabling me to complete my doctoral program. I am truly grateful.

Finally, and most important, I thank God for answering my prayers.

TABLE OF CONTENTS

| | <u>Page</u> |
|---|-------------|
| ACKNOWLEDGEMENTS..... | ii |
| LIST OF TABLES..... | vii |
| ABSTRACT..... | viii |
| CHAPTERS | |
| I. DESCRIPTION OF THE STUDY | 1 |
| Background and Justification | 1 |
| Purpose of the Study | 9 |
| Assumptions | 10 |
| Limitations | 10 |
| Definition of Terms | 11 |
| Overview of the Study | 13 |
| II. REVIEW OF THE LITERATURE..... | 14 |
| Historical Review | 14 |
| Trait Theories | 14 |
| Leadership Style Theories | 14 |
| Situational Leadership | 17 |
| Human Relations Theories | 18 |
| Fiedler's Contingency Theory | 19 |
| House's Path-Goal Theory | 20 |
| Reddin's 3-D Management | 22 |
| Hersey and Blanchard's Situational Leadership Model ... | 23 |
| Measures of Leader Effectiveness | 29 |
| Chapter Summary | 33 |

| | | |
|------|---|----|
| III. | RESEARCH DESIGN AND METHODOLOGY | 35 |
| | Hypothesis | 35 |
| | Sample Selection | 36 |
| | Instrumentation | 37 |
| | Maturity Scale | 37 |
| | Leadership Scale | 38 |
| | Leadership Effectiveness Appraisal | 39 |
| | Data Collection | 44 |
| | Statistical Procedures | 46 |
| | Chapter Summary..... | 47 |
| IV. | PRESENTATION OF THE DATA..... | 48 |
| | Profile of Respondents..... | 49 |
| | Descriptive Data..... | 54 |
| | Analysis of Matched and Nonmatched Effectiveness Scores..... | 55 |
| | Chapter Summary..... | 60 |
| V. | SUMMARY, CONCLUSIONS, AND FUTURE CONSIDERATIONS..... | 62 |
| | A Summary of the Development of the Study..... | 62 |
| | Purpose of the Study..... | 62 |
| | Justification for the Study..... | 63 |
| | Review of the Literature..... | 64 |
| | Methodology..... | 65 |
| | Findings..... | 67 |
| | Discussion of Results..... | 69 |
| | Validation Studies of the Situational Leadership Model..... | 69 |

CHAPTERS

Page

| | |
|---|----|
| Implications for Administrators..... | 70 |
| Evaluation of the Maturity Scale Form..... | 71 |
| Evaluation of the Leadership Style Form..... | 73 |
| Evaluation of the Leadership Effectiveness Appraisal..... | 73 |
| Conclusions..... | 74 |
| Recommendations and Considerations for Further Study.... | 76 |
| Recommendations for the Development of the Situational Leadership Model..... | 76 |
| Recommendations for Education Administration..... | 77 |

APPENDICES

| | |
|--|----|
| A. MATURITY SCALE: MANAGER RATING FORM..... | 78 |
| B. LEADERSHIP SCALE: STAFF MEMBER FORM..... | 81 |
| C. LEADERSHIP EFFECTIVENESS APPRAISAL..... | 84 |
| D. INVITATION LETTER TO PARTICIPANTS..... | 86 |
| E. LETTER OF ENDORSEMENT FROM RESEARCH AND INFORMATION COMMITTEE..... | 88 |
| F. POSTCARD INDICATING PARTICIPATION..... | 90 |
| G. INSTRUCTIONS FOR DIRECTORS OF HOUSING..... | 92 |
| H. INSTRUCTIONS FOR STAFF..... | 94 |
| I. INFORMATION FORM FOR DIRECTORS OF HOUSING..... | 96 |
| J. INFORMATION FORM FOR STAFF..... | 98 |

| | |
|--------------------------|-----|
| REFERENCES..... | 100 |
| BIOGRAPHICAL SKETCH..... | 106 |

LIST OF TABLES

| Table | Page |
|---|------|
| 1 Description of Data Obtained from Leadership Effectiveness Appraisal in Boucher's Study..... | 43 |
| 2 Demographic Profile for Directors and Staff..... | 51 |
| 3 Frequency of Maturity Levels and Leadership Style..... | 55 |
| 4 Match, Nonmatch Classification..... | 56 |
| 5 Matched and Nonmatched Effectiveness Scores..... | 57 |
| 6 Leadership Style (S3) and Maturity Level (M3) Matched and Nonmatched Scores..... | 59 |
| 7 Leadership Style (S4) and Maturity Level (M4) Matched and Nonmatched Effectiveness Scores | 60 |

Abstract of Dissertation Presented to the Graduate School
of the University of Florida in Partial Fulfillment of the
Requirements for the Degree of Doctor of Philosophy

AN INVESTIGATION OF THE SITUATIONAL LEADERSHIP MODEL
IN COLLEGE HOUSING ADMINISTRATION

By

MICHAEL K. VETTER

August, 1985

Chairman: C. Arthur Sandeen
Major Department: Educational Leadership

The purpose of this research was to examine the application of Hersey and Blanchard's Situational Leadership Model as a model for effective supervision. Directors of housing and their respective staffs at selected universities served as the research sample. The Situational Leadership Model is based on an interplay between the amount of guidance and direction (task behavior) a director provides and the readiness (maturity) level that a staff member exhibits in performing a specific objective or responsibility. Hersey and Blanchard proposed a model in which directors would first assess the maturity level of a staff member and then adapt their style to provide the appropriate direction and support that are prescribed in the model to be the most effective style. In the case of directors of housing, effective leadership is demonstrated when they exhibit the appropriate leadership style in response to staff members' maturity level. The most effective combinations of the four leadership styles and the four maturity levels were predetermined and defined in Hersey and Blanchard's model.

This study investigates the question: Are leaders more effective as perceived by their followers when they adapt their

leadership style to each staff member's skill and experience as described in the Situational Leadership Model?

To test this research question, three sets of data were collected. Each housing director completed a Maturity Scale Form. The Leadership Scale Form, as well as a Leader Effectiveness Appraisal was given to the staff. Twenty-eight sets (80%) of the instruments were returned from the initial sample of 35 housing directors. Of the 140 instruments sent to staff, 97 (70%) were returned.

The results failed to demonstrate general support for the Situational Leadership Model. Partial support of the model was demonstrated in that the appropriate leadership style for the moderate to high maturity level, as described by the model, tended to be perceived as the most effective style. However, in the high maturity level, the appropriate leadership style was not seen as the most effective. A major concern in this research was that not all maturity levels and leadership styles were represented.

The research supported a previous study in that the Maturity Scale Form was not discriminative enough to identify the four levels of maturity. However, the present research contradicts the previous findings in that different styles were seen as the most effective.

CHAPTER I DESCRIPTION OF THE STUDY

Background and Justification

Higher education in the 1980's is faced with an era of uncertainty (McCorkle & Archibold, 1982). Concern about institutional survival is a topic addressed by many colleges and universities in the United States. The future outlook of higher education as described by the Carnegie Council on Policy Studies in Higher Education (1980) is one with many "fears." One concern that is well documented by statistics is the declining enrollment. It has been projected that because of the fewer numbers of traditional college-age students entering college and the reduced prospects for college graduates in the labor market, enrollments will decline substantially. Limited resources for education is also an area of concern for the future. It has been predicted that the combination of tax limitation movements plus other competing claims on public expenditures will reduce the resources available to higher education. With the current state of affairs in higher education being uncertain, public authorities are penetrating even farther into the internal life of institutions, increasingly determining major decisions of the institutions. These conditions present various challenges to colleges and institutions.

A factor that seems to have emerged as being critical to meeting the challenges of the next 20 years is the emphasis on educational leadership. Hodgkinson (1981) describes a shift from attention on faculty development to the current era of attention on administrative development. Furthermore, he states that, "In this

era of change, management is likely to become one of the major agents of cohesion for educational institutions . . ." (p. 128). The Carnegie Council on Policy Studies (1980) also lists leadership as one of the 10 priorities in the coming years. McCorkel and Archibold (1982), in their book, Management and Leadership in Higher Education, promote the need for strong educational leadership. It seems clear that effective leadership is essential to the successful future of colleges and universities.

The topic of leadership is not new to education, yet; it is a topic in which more research is needed. Bass (1981) reports that since around 1900, more than 3,000 leadership studies have been conducted with numerous descriptions of leadership models.

Even after decades of research the term "leadership" has several meanings since it is used in many different settings. Bass (1981), explains the situation as follows:

Various investigators, either by explicit statement or by implication, have developed definitions to serve the following purposes: (1) identify the object to be observed; (2) identify a form of practice; (3) satisfy a particular value orientation; (4) avoid a particular orientation or implication for practice; and (5) provide a basis for theory development. (p. 16)

When leadership is used as a term to describe behavior in a group setting, Bass (1981) defines leadership as, "one group member modifying the motivation or competencies of others in the group" (p. 16).

A current area of leadership research is leadership in groups or organizations. Practitioners and theorists in this field of leadership have been involved in a search for a set of leadership traits, characteristics, behaviors of a "best" style of leadership

which would be successful in most situations (Bass, 1981). Yet, after reviewing all the research on leadership traits, Jennings (1943) concluded that these studies failed to produce one personality trait or set of characteristics that can be used to discriminate leaders from nonleaders.

Research then focused on discovering the best style of leaders (Blake & Mouton, 1964; Halpin, 1957; Katz, Macoby, & Morse, 1950; Tannenbaum & Schmidt, 1958). Leadership style in these studies was explained in two dimensions. A variety of terms were used to identify these dimensions, such as "employee-oriented and production-oriented" (Katz, Macoby, & Morse, 1950), "initiating structure and consideration" (Stodgill, 1948), and "democratic and authoritarian" (Tannenbaum & Schmidt, 1958). Essentially, these dimensions can be described as "task behaviors or relationship behaviors" (Hersey & Blanchard, 1982). Briefly defined, task behaviors are characterized by directing the activities of followers in terms of task accomplishment, while relationship behaviors are characterized by supporting activities in terms of the personal relationship between the leader and the followers (Hersey & Blanchard, 1982, p. 96).

The results from research on best style of leadership seem to indicate that there is no single effective leadership style (Korman, 1966). In reviewing the research in this area, Stodgill (1974) concluded that

theorists no longer explain leadership solely in terms of the individual or the group. Rather it is believed that characteristics of the individual and demands of the situation interact in such a manner as to permit one or perhaps a few, persons to rise to leadership status.
(p. 23)

Fiedler (1967, 1978), House (1971), and Reddin (1967) postulated that leadership style was a function of the situation. Fiedler (1976, 1978) developed the concept that a number of leader behaviors may be effective or ineffective depending on important elements of the situation. The Leadership Contingency Model that Fiedler (1978) developed included situational variables such as personal relations of a group, degree of structure in a task, and the power and authority of the leader. House (1971) developed the Path-Goal Theory of Leadership to explain how the behavior of a leader influences the motivation and satisfaction of subordinates. He identified four leadership styles and two situational variables in his theory. Reddin (1967) also advanced the situational leadership thought with the development of the 3-D Management Style Theory that added an effectiveness dimension to the task and relationship variables. He proposed that leadership style was described as effective if it fit the demands of the situation.

Paul Hersey and Kenneth H. Blanchard (1982) recognized that the conclusions of the previous research that "all leadership depends on the situation" were not very helpful to the practicing educational leader (p. 150). The literature did not address fully the issue of what leadership style was best, given a particular situation. In response to the dilemma, Hersey and Blanchard (1982) developed a conceptual framework known as Situational Leadership, first published as the Life Cycle Theory of Leadership (Hersey & Blanchard, 1969). Situational Leadership is currently in wide use in business and industry in the United States.

According to Hersey and Blanchard (1982) a leader should choose a particular leadership style based upon the maturity level of the followers. In this model, the task behaviors of a leader were rated high or low as well as the relationship behaviors. Four basic leadership styles were designated: high task and low relationship, high task and high relationship, high relationship and low task, and low relationship and low task. Maturity was defined as the willingness and the ability of people to take responsibility for directing their behavior. Hersey and Blanchard emphasized that the variables of maturity should be considered only in relation to a specific task to be performed. The maturity level of a specific task was divided into four levels: low, low to moderate, moderate to high, and high. Using these task and relationship dimensions, Hersey and Blanchard (1982) postulated that leaders would be more effective if they would choose the leadership style that is most appropriate with the maturity level of the followers (p. 150).

The concept of effectiveness in the Situational Leadership Model was based primarily on the work of Argyris (1964), first outlined in 1957, and Bass (1960). Argyris (1964) perceived a fundamental conflict between most organizations and individuals in those organizations. Argyris believed that most organizations were only concerned with the achievement of the objectives. With this organizational style, little concern was given to the needs of individuals in those organizations. Argyris (1964) described the individual as needing to be self-directed and seeking fulfillment when accomplishing tasks. Bass (1960) further developed this thought and made a distinction between successful and effective

leadership. He described successful leaders as those who have a subordinate accomplish predetermined objectives regardless of their attitude toward the task. Effective leaders are those who have subordinates successfully accomplish a predetermined objective and also have the subordinates meet their personal goals. Hersey and Blanchard (1982) incorporated this distinction by Bass into their model.

Hersey and Blanchard (1982) described Situational Leadership as a tool to assist leaders to develop staff. The authors explained that the leader first assesses the maturity level of the staff member and then provides the appropriate direction and support that are prescribed in their model. To further develop the staff member, the leader would vary the amount of direction and socioemotional support, depending on the particular level of the staff member. The authors assumed that leaders have the responsibility to develop their staff so that there is natural satisfaction for the organization and the individual.

The responsibility for staff development is not new in student affairs administration. The need for a staff training and supervision model in the area of student affairs administration has been noted in the literature (Brown, 1972; Council of Student Personnel Associations in Higher Education Professional Development Commission, 1975; DeCoster & Brown, 1983; Miller & Carpenter, 1980; Miller & Prince, 1976). These authors emphasized the need for training individuals not only in the graduate programs, but also by supervisors on the job. Delworth (1978) explained that "training

others is a part of the lives of most of us as student service professionals" (p. vii).

Hersey and Blanchard (1982) developed Situational Leadership for the practitioner. Several instruments were developed for organizations to assist in implementing Situational Leadership. The most widely used of these instruments are Leaders Effectiveness and Adaptability Description (LEAD), the Leadership Scale, and the Maturity Scale. Practitioners and researchers have used the above instruments with different populations (Diamond, 1980; Edman, 1982; Fish, 1981; Miller, 1977; Poole, 1982; Weston, 1980).

Several researchers have stated that Situational Leadership made sense as a tool to train and supervise staff, and that the LEAD instrument was valid in describing leadership behavior. However, little research has been done to test the basic premise that leader effectiveness results from the adaptation of leadership style to follower maturity (Beck, 1978; Boucher, 1980; Clark, 1981; Damico, 1976; Morris, 1979; Smith, 1975; VosStroche, 1978). When viewed together, the studies on Situational Leadership were inconclusive in validating Hersey and Blanchard's model. Beck (1978) and Clark (1981) were unable to differentiate the maturity level of the followers, with most followers scoring very high on this scale. Smith (1975) was not able to do a complete analysis due to insufficient data. Research by Smith (1975) and VosStroche (1978) revealed problems in measuring leadership effectiveness. Two researchers, Boucher (1980) and Morris (1979), supported Situational Leadership, the former using sports administrators and the latter using teachers in a high school classroom setting, but insufficient

data hindered complete validation. Damico's research (1976) tended to demonstrate support of the model in an industrial setting although statistical significance was not found.

Leadership practices of administrators is an area still needing further study. Much of the research on leadership cited in the literature has not been usable by the practicing administrator. Specifically, several well-known authors, previously cited in this study, have expressed a need to have a model for staff training that could be utilized by an administrator in the supervision of his/her staff. Hersey and Blanchard's (1982) Situational Leadership has potential in serving as this model. They have devised a conceptual model which assists in the determination of an effective leadership style for certain known conditions of the environment. Although some research has been done to examine the applicability of Hersey and Blanchard's Situational Leadership, problems in the methodology as reported by the researchers may have influenced the results.

This study will contribute to the knowledge of the application of Situational Leadership. Research methodology concerns such as measures of effectiveness and differentiation of maturity levels are addressed in this study. Furthermore, this study is the first attempt to this researcher's knowledge, to examine the applicability of Situational Leadership in the field of student affairs in higher education. The study of Boucher (1980) using sports administration is the only research on Hersey and Blanchard's Situation Leadership using a supervisor-supervisee relationship. Given the paucity of research on Situational Leadership and its increasing popularity, the present study continues the efforts to examine the application

of this model with the hope that it might serve as a practical framework for effective supervision in education administration. If Hersey and Blanchard's model is found to be applicable to college housing administration, directors of housing would be most effective if they adapt their leadership style as described in the model when supervising various staff members.

Purpose of the Study

The purpose of this research was to examine the applicability of Hersey and Blanchard's Situational Leadership Model as a model for effective supervision in college housing administration. As previously described, past research has failed to demonstrate full support of the model. To this researcher's knowledge there have been no further validation studies, yet; Hersey and Blanchard's model has become very popular. The following question still remains: Are leaders perceived more effective as perceived by their followers when they adapt their leadership style to each staff member's skill and experiences as described by Hersey and Blanchard? This question is of major significance since effective supervision has been described as vital for successful administration of universities.

Directors of housing and their respective staffs at selected universities served as the research population in this study. The general hypothesis of this study is as follows:

Differences in leadership effectiveness of housing directors as perceived by their staff are a function of

the match between the directors' leadership style and the staff members' maturity level.

The most appropriate match between leadership style and maturity level is predetermined and defined in the Situational Leadership Model.

Assumptions

The following assumptions have been made in this research study:

1. The perceptions of the respondents completing the instruments are honestly and accurately given.
2. The Maturity Scale, Leadership Scale, and Effectiveness Form discriminate among the levels of maturity, style, and effectiveness.

Limitations

1. Since the study involved only housing directors and housing staff from institutions having between 4,000 and 8,000 students, the findings cannot and should not be generalized to other-size organizations or other populations.
2. The reliability of the results is threatened by the procedures for collection of the data. Participants were directed to complete each instrument independent of one another, making the responses subject to their own perceptions and interpretations. Furthermore, there were not proctors to administer the instrument to assist in clarifying the directions on the instrument.

3. The measure of the effective leadership of housing directors is limited to the perceptions of their staff as indicated on the effectiveness form.

Definition of Terms

Director of Housing. The chief administrator in the office of housing as listed in the Association of College and University Housing Officers--International Directory. The housing director is responsible for the direction and coordination of the programs, staff, and services in the housing department.

Housing. The department of a university that is "responsible to the total needs of students which include a comfortable, safe place to live, an adequate physical environment, as well as opportunities for learning" (DeCoster & Mable, 1974, p. 27).

Housing Staff. For the purpose of this study, the housing staff includes all full-time personnel reporting to the director of housing.

Job Maturity. The extent to which a person has the knowledge, ability, and experience to perform certain tasks without direction from others (Hersey & Blanchard, 1982, p. 157).

Job Responsibilities. Those functions that one performs as a housing administrator. Those specifically identified for this study include developing and administering a budget, evaluating personnel, facilitating staff training programs, planning and conducting student programs, managing physical resources, and facilities.

Leadership. The process of influencing the activities of an individual or a group in an effort toward goal achievement in a given situation (Hersey & Blanchard, 1982, p. 83).

Leadership Effectiveness. The extent to which a leader can encourage a follower to successfully accomplish a predetermined objective and meet his/her personal goals (Hersey & Blanchard, 1982, p. 109).

Leadership style. The behavior pattern that a person exhibits when attempting to influence the activity of individuals as perceived by those individuals. Two types of behavior, task and relationship, are central to this concept (Hersey & Blanchard, 1982, pp. 95-96).

Maturity Level. The extent to which people have the willingness and ability to take responsibility for directing their behavior (Hersey & Blanchard, 1982, p. 157).

Psychological Maturity. The extent to which a person thinks that a job responsibility is important and has self-confidence and good feelings about himself/herself in that aspect of his/her own job (Hersey & Blanchard, 1982, p. 157).

Relationship Behavior. The extent to which leaders are likely to maintain personal relationships between themselves and members of their group (followers) by opening up channels of communication, providing socioemotional support, "psychological strokes," and facilitating behaviors (Hersey & Blanchard, 1982, p. 96).

Task Behavior. The extent to which leaders are likely to organize and define roles of the members of their group (followers); to explain what activities each is to do, and when, where, and how

tasks are to be accomplished; characterized by endeavoring to establish well-defined patterns of organization, channels of communication, and ways to getting jobs accomplished (Hersey & Blanchard, 1982, p. 96).

Overview of the Study

Chapter 1 presented the background and justification for the study, purpose of the study, assumptions, limitations, and definition of terms. Relevant literature and research on leadership, including a more specific review of Hersey and Blanchard's Situational Leadership Model, are presented in Chapter II. The research design and methodology used in this study are described in Chapter III. The analysis of the data collected in this study are presented in Chapter IV. A discussion of the results, conclusions, and recommendations are presented in Chapter V.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter is presented in three sections. The first is a historical review focusing on trait and leadership style research. The second section describes the current theories of situational leadership. The third section considers the various measures of leader effectiveness reported in the literature.

Historical Review

Trait Theories

From the 1900s through the 1940s, the most common approach to the study of leadership dealt with leadership traits or characteristics (Bass, 1981). Attempts were made to identify those traits that were essential for effective leadership. Jennings (1943) as well as Stodgill (in Bass, 1981) concluded that the research done in this area has failed to produce one personality trait or set of characteristics that can be used to discriminate leaders from nonleaders. Hersey and Blanchard (1982) cited Hemphill (1949) as one of the early researchers to conclude that the empirical studies suggested that leadership is a dynamic process varying from situation to situation with changes in leader behavior, followers and the setting and not a function of leaders characteristics.

Leadership Style Theories

In the research that followed the trait leadership studies, the emphasis focused on theories of leadership style. Essentially, this

focus is founded in two schools of managerial thought, the scientific management movement and the human relations movement. Frederick Taylor (1911), most generally associated with scientific management, was concerned about the techniques and methods of organizing the work environment to increase input. Elton Mayo (1945), most generally associated with the human relations movement, was concerned about the interpersonal relations that developed in the working units. These two movements are summarized as follows:

In essence, then, the scientific management movement emphasized a concern for task (output), while the human relations movement stressed a concern for relationships (people). The recognition of these concerns has characterized the writing on leadership ever since the conflict between the scientific management and the human relations schools of thought became apparent. (Hersey & Blanchard, 1982, p. 85)

The most widely known leadership style theories which are concerned with task-oriented and people-oriented behaviors were developed by the staff at the University of Michigan (Katz, Macoby, & Morse, 1950), the staff at Ohio State (Stodgill & Coons, 1957), and the work done by Blake and Mouton (1964). Although the terminology used for the variables in the three studies differ, the concepts are generally the same. Katz, Macoby, and Morse (1950), as part of the Survey Research Center at the University of Michigan, identified the concepts of employee-orientation and production-orientation that were related to various indicators of effectiveness. The researchers found that in an office situation, leaders of high producing sections exceeded those of low producing sections in employee-orientation rather than production. But Katz, Macoby, Gurin, and Floor (1951) in a study of railroad section groups found no significant differences of production related to

employee-orientation or production-orientation. Likert (1961, 1967) attempted to integrate the findings of the Michigan studies and provided a theoretical framework to explain them. He advanced the thought that the ideal and most productive behavior is relationship behavior. In testing this concept, Likert suggests that an employee centered attitude, combined with high group loyalty and attitude toward management, is associated with increased productivity and desire for responsibility.

The program for leadership research by the Bureau of Business Research at Ohio State University was initiated in the late 1940s (Stodgill & Coons, 1957). The focus of much of the research was on the identification of various dimensions of leadership behavior that facilitates the attainment of group and organizational goals. Two dimensions of leaders' behavior were identified as initiating structure and consideration. To measure these two subscales in leaders, The Leader Behavior Description Questionnaire (LBDQ) was developed and has been used extensively in industrial, military, and educational settings (Halpin, 1957). In studying leader behavior using LBDQ, it was found that these two subscales, initiating structure and consideration, were separate and distinct dimensions (Bass, 1981). A high score on one dimension did not necessitate a low score on the other. This was the first time that leader behavior was plotted on two separate axes forming four quadrants rather than a single continuum. Much of the research indicated that high consideration is positively correlated with workers' satisfaction with leaders; however, no single style was found to be the most effective in accomplishing goals. Porter, Lawler, and

Hackman (1975) summarize the Ohio State studies by stating that the studies

fail to reveal any substantial consistent effects associated with given behavioral styles of leaders nor any consistent trend for one or another style to be particularly effective in terms of individual or group performance--although there do seem to be some tendencies for employee morale to be positively associated with a considerate, employee-oriented style. (p. 424)

Blake and Mouton (1964) identified leader behavior similar to the Ohio State studies in terms of a managerial grid on which concern for people represents one axis and concern for production represents the other axis. A leader may be high or low on both axes, or high on one and low on the other. Blake and Mouton further postulated that the most desirable leader is one in which the leader is high on both dimensions.

Korman (1966) attempted to review all studies that examined the relationships between initiating structure and consideration and various measures of effectiveness including group productivity, salary, performance under stress, administrative reputation, work group grievances, absenteeism, and turnover. Leader performance was also obtained by superiors and subordinates. Based upon his review, Korman concluded that there is inconclusive evidence to suggest that one leadership style is more effective than another. In terms of effectiveness, consideration and initiating structure had no significant predictive value.

Situational Leadership

The current era of leadership research has focused on situational leadership theory. This section will briefly review

human relations theories as an introduction to situational leadership theory followed by four situational leadership theories in the literature: Fiedler's Contingency Theory (1967), House's Path-Goal Theory (1971), Reddin's 3-D Management Style Theory (1967), and Hersey and Blanchard's Situational Leadership Model (1982).

Human Relations Theories

Human relation theories are founded in part on principles first outlined by Mayo (1945). As previously described, Mayo (1945) recognized the need to consider the individuals in the organization. Two other theorists of this movement, Argyris (1957, 1962, 1964) and McGregor (1960, 1966) contributed heavily to the body of literature that recognizes the importance of the individual as an important variable in leading an organization. As a background to specific situational leadership theories, work by Argyris and McGregor is described in this section.

Argyris (1964) perceived a fundamental conflict between the organization and the individual. This theorist believed that in most organizations in the United States roles of staff are structured and performance is controlled in the interest of achieving specific directions. Yet Argyris described the individual as needing to be self-directed and seeking fulfillment through exercising initiative and responsibility. The theorist claimed that trusting, authentic relationships will develop among people and will result in increased interpersonal competence, intergroup cooperation, flexibility as well as an increased organizational effectiveness.

McGregor (1966) postulated two types of organizational leadership referred to as Theory X and Theory Y. Theory X is based on the assumption that most people prefer to be directed, are not interested in assuming responsibility, are passive, and resistant to organizational needs. McGregor questioned leadership behavior that utilizes only direction and control in that the behavior was not meeting the needs of the individual. As a result of this concern, McGregor developed an alternative Theory Y, that is based on the assumption that people possess motivation and desire responsibility. In essence, McGregor suggested that properly motivated people can achieve their own needs while directing their efforts to achieve organizational objectives.

Fiedler's Contingency Theory

Fiedler (1967) suggested that a number of leader behavior styles may be effective or ineffective depending on the important elements of the situation. The Leadership Contingency Model that Fiedler developed included three variables that determine whether a given situation is favorable to leaders: their personal relations with the members of their group, the degree of structure in the task that their group has been assigned to perform, and the power and authority of the position of the leader. Favorableness was defined as the degree to which the situation enables the leader to exert influence over the group. Given any combination of these variables, Fiedler postulated either the task oriented or the relationship¹ oriented leadership style would be most effective. Leadership style was measured using the least-preferred co-worker (LPC) instrument which asks the leader to describe the most and least preferred

co-workers in terms of one's interpersonal perception. Based upon the style instrument, Fiedler identified two leadership styles: low style in which the leader tends to be task-oriented or directive and high style in which the leader tends not to be task-oriented or permissive. Fiedler (1978) summarized these research studies and a study by Chemers and Shrzypek (1972) which supported the earlier prediction that when the situation is highly favorable or unfavorable to the leader, the low style is the better style. When the situation is of moderate favorability to the leader, the high style is the better style. A major problem with Fiedler's Contingency Theory cited by Ashour (1973) is that it does not explain how a leader's LPC score has a causal effect on group performance. Although the theory does support the contention that different styles of leadership are appropriate under certain conditions, it does not help managers know how to adjust their behavior according to the situation.

House's Path-Goal Theory

The Path-Goal Theory of Leadership was developed by House (1971) to explain how the behavior of a leader influences the motivation and satisfaction of subordinates. According to House "the motivational function of the leader consists of increasing payoffs to subordinates for work-goal attainment, and making the path to these payoffs easier to travel by clarifying it, reducing roadblocks and pitfalls, and increasing the opportunities for personal satisfaction in route" (1971, p. 324). As a situational theory of leadership, House explains that the effects of leader

behavior on subordinate motivation and satisfaction depend on the leadership situation.

Path-Goal Theory describes four leadership styles and two situational variables. The four leadership styles described by House and Mitchell (1974) are as follows:

Supportive Leadership: behavior that includes giving consideration to the needs of subordinates, displaying concern for their well-being, and creating a friendly climate in the work unit.

Directive Leadership: letting subordinates know what they are expected to do, giving specific guidance, asking subordinates to follow rules and procedures, scheduling and coordinating work.

Participative Leadership: consulting with subordinates and taking their opinions and suggestions into account when making decisions.

Achievement-Oriented Leadership: setting challenging goals, seeking performance improvements, emphasizing excellence in performance, and showing confidence that subordinates will attain high standards.

Two situational variables in Path-Goal Theory are the nature of the subordinates and the nature of the group task and work environment. Specific subordinate characteristics that are considered important include a subordinate's needs, a subordinate's ability to do the task, and a subordinate's personality traits. Specific characteristics of the task that are considered important

include task structure, the extent to which the job is mechanized, and the degree of formalization.

Research with the Path-Goal Theory has attempted to determine which styles are most effective with various types of followers under varying work conditions. Reviews of the research (Filley, House, & Kerr, 1976; House & Mitchell, 1974; Schriesheim & Von Glinow, 1977) find that some studies support the theory, but others do not. The validation of House's propositions is not very conclusive because of the methodological deficiencies in many of the studies attempting to test the theory (Schriesheim & Kerr, 1977). Furthermore, most studies have tested only a few of the theory's propositions. The value of the theory is that it has provided a conceptual framework to guide researchers in identifying potentially important situational variables. Yet, due to its complexity it does not give managers a means of determining how to adapt their behavior to various situations.

Reddin's 3-D Management

Reddin (1967) analyzed the research of the Ohio State leadership studies and the Michigan leadership studies and proposed that effectiveness be considered as an additional dimension along with task orientation and relationship orientation. Reddin's 3-D Management Style Theory described four style typologies that may be exhibited when working with staff. The four styles are

No orientation--leader exhibits low task and low

relationship orientation

Relationship--leader exhibits high relationship and low task

orientation

Task--leader exhibits high task and low relationship
orientation

Task and Relationship--leader exhibits high task and high
relationship orientation

Each one of these styles is said to be either effective or ineffective depending on the situation. Effectiveness was described as the extent to which a leader's style fits the style demands of the situation. Reddin (1967) further describes five style demands of a situation as follows:

The style demands of the job

The style demands of the superior as they relate to the
corporate philosophy

The style demands of the superior as an individual

The style demands of subordinate's job expectations

The style demands of the subordinate as an individual

Although 3-D Management seems to be a clearer theoretical framework, Reddin (1967) offers no validation of the theory itself.

Hersey and Blanchard's Situational Leadership Model

The Situational Leadership Model developed by Hersey and Blanchard (1982) is based on an interplay between the amount of guidance and direction (task behavior) a leader provides and the readiness (maturity) level that followers exhibit in performing a specific task, function, or objective. While all situational variables such as a leader, follower, superior, associate, organization, job demands, and time are all important, the emphasis in Situational Leadership is on the behavior of the leader in relation to others.

One of the major components in Situational Leadership is the maturity of the followers. In this model, maturity is defined as the willingness and ability of people to take responsibility for directing their own behavior. The authors emphasize that these two variables of maturity should be considered only in relation to a specific task to be performed and not maturity or immaturity in a total sense.

In Situational Leadership, the willingness or motivation of an individual to do something is called psychological maturity. Hersey and Blanchard claim that individuals who have high psychological maturity in a particular area of responsibility believe that the responsibility is important and have self-confidence and good feelings about themselves in that aspect of their job. Job maturity is related to the ability or competence of an individual to do something. Individuals who have high job maturity in a particular area of their work have the knowledge, ability, and experience to do tasks in that aspect of their job without the need for direction from others. A person may be high or low on the two variables of maturity for any given job. Hersey and Blanchard (1982) described four combinations of these two variables that can be used to describe the maturity of individuals:

1. Individuals who are neither willing nor able to take responsibility (low on both psychological and job maturity).
2. Individuals who are willing but not able to take responsibility (high psychological maturity but low job maturity).
3. Individuals who are able but not willing to take responsibility (high job maturity but low psychological maturity).
4. Individuals who are both willing and able to take responsibility (high on both psychological and job maturity). (pp. 153-154)

The other major component in Situational Leadership is leadership style. Hersey and Blanchard (1982) used the terms task behavior and relationship behavior to describe concepts similar to consideration and initiating structure of the Ohio State studies. Similar to the Ohio State studies, task behavior and relationship behavior are defined by Hersey and Blanchard (1982) as follows:

Task Behavior - The extent to which leaders are likely to organize and define the roles of the members of their group (followers); to explain what activities each is to do and when, where, and how tasks are to be accomplished; characterized by endeavoring to establish well defined patterns of organization, channels of communication, and ways of getting jobs accomplished.

Relationship Behavior - The extent to which leaders are likely to maintain personal relationships between themselves and members of their group (followers) by opening up channels of communication, providing socioemotional support, "psychological strokes," and facilitating behaviors (p. 96).

According to Situational Leadership, there is no one best way to influence people (Hersey & Blanchard, 1982). Which leadership style a person should use with individuals depends on the maturity level of the followers as illustrated in Figure 1.

In Figure 1 the appropriate leadership style (style of the leader) for given levels of follower maturity is indicated by the curve going through the four leadership quadrants. The maturity continuum below the leadership model is divided into four levels: low (M1), low to moderate (M2), moderate to high (M3), and high (M4).

Hersey and Blanchard (1982) describe four leadership styles based on the maturity level of the followers. The high task/low relationship leader behavior (S1) is referred to as "telling" because this style is characterized by one-way communication in which the leader defines the roles of followers and tells them what, how, when, and where to do various tasks. Solutions and decisions

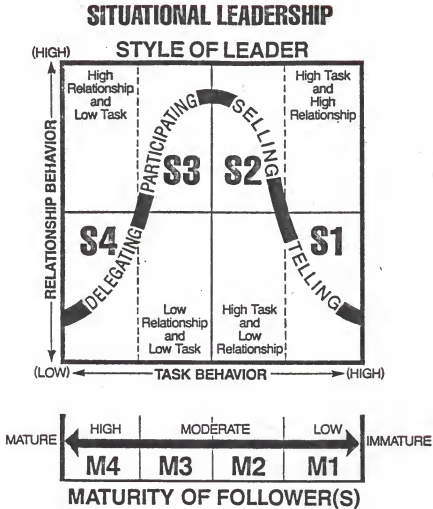


Figure 1. Situational Leadership Model. (Hersey & Blanchard, 1982)
Reprinted by permission

are announced, and implementation is closely supervised by the leader. High task/high relationship behavior (S2) is referred to as "selling" because with this style most of the direction is still provided by the leader. The leader attempts through two-way communication and supportive behavior, to hear the followers' feelings about decisions as well as their ideas and suggestions. While support is increased, control over decision-making remains with the leader. The high relationship/low task behavior (S3) is labeled "participation" because, with this style, the leader and follower now share in decision making through two-way communication and much facilitating behavior from the leader is exhibited since the follower has the ability and knowledge to do the task. Low relationship/low task behavior (S4) is labeled "delegating" because the style involves letting followers take full responsibility since they have the ability and confidence for directing their own behavior (pp. 153-154).

Hersey and Blanchard (1982) recognize that the effectiveness of leaders depends on how their leadership style interrelates with the situation in which they operate. When the style of a leader is appropriate to a given situation, it is termed "effective"; when the style is inappropriate to a given situation, it is termed "ineffective."

Research using the Situational Leadership Model has included both description research and research attempting to validate the model. Research describing leadership styles according to the Situational Leadership Model has included the testing of elementary principals and teachers (Diamond, 1979; Edman, 1982, Weston, 1980),

directors and teachers at campus child development centers (Fish, 1981), supervisors in a bilingual program (Poole, 1982), and students teachers (Miller, 1977).

Researchers attempting to validate the Situational Leadership Model have obtained mixed results (Beck, 1978; Boucher, 1980; Clark, 1981; Damico, 1976; Morris, 1979; VosStroche, 1978). Beck (1978) was not able to validate the Situational Leadership Model due to the inability to differentiate levels of maturity among principals and teachers with the Maturity Scale developed by Hambleton, Blanchard, and Hersey (1977). Boucher (1980), using intramural and recreational sport directors for the study, partially validated the Situational Leadership Model in terms of the relationships predicted by the curvilinear model. However, when each of the quadrants was examined independently, the relationships were not strong enough to indicate statistical significance. Similar to Beck's research, Clark (1981) could not test all his hypotheses since he found that most of the teachers scored high on the Maturity Scale.

Smith (1975) also worked with principals and teachers to demonstrate partial support for the Situational Leadership Model. In this study reading achievement scores of students were used as an indirect measure of effectiveness. However, in the study by Smith a complete analysis was not possible since there were insufficient data in the low task/low relationship leadership quadrant. Morris (1979) tested nursing students and teachers and set an experimental design in the classroom varying teaching style. This study did lend support to the Situational Leadership Model in that students did increase performance when exposed to styles suggested by the model.

Damico (1976) examined the leadership styles of supervisors in the industrial setting and noted several cases which tended to support the validation of the Situational Leadership Model. However, statistical significance was not found. VosStroche (1978) defined class level and starting status of female intercollegiate basketball players as indicators of relative maturity with various styles of leadership to test the Situational Leadership Model. VosStroche concluded that the measures did not represent a range broad enough to allow for differentiation in maturity.

A follow-up study was conducted during training projects using the Situational Leadership Model. Gumpert and Hambleton (1979) taught the Situational Leadership Model to executives at Xerox Corporation and conducted a follow-up study to test the usefulness of the Situational Leadership Model. They found that those executives evaluated as being "highly effective" by the personnel staff tended to utilize the Situational Leadership Model in selecting their leadership style while those evaluated "less effective" utilized the model to a lesser degree.

Measures of Leadership Effectiveness

One of the aspects that differentiates Hersey and Blanchard's Situational Leadership Model is that it adds effectiveness to the task and relationship dimensions of earlier leadership models. The section that follows includes a review of the concept of effectiveness and measures of leader effectiveness.

In defining effectiveness, Bass (1960) suggests a clear distinction between successful and effective leadership. According

to Bass, if an individual attempts to have some effect on the behavior of another, it is termed "attempted leadership." Following this thought, if the behavior of others change, it is termed "successful leadership." "Effective leadership" as described by Bass (1960) and Hersey and Blanchard (1982) is not only when the leader influences change in the behavior of others, but also when the others view their own personal needs or goals as being met. As stated by Hersey and Blanchard, ". . . effectiveness describes the internal state or predisposition of an individual or group and thus is attitudinal in nature" (1982, p. 110).

Effective leadership in past research has been associated with certain characteristics of leadership style (Bass, 1981). Skipper (1976, 1977) attempted to describe the effective leader at universities through a process of factor analysis using various personal characteristics and administrative skills. In these studies, Skipper suggested that the most effective administrator is characterized by a style that is high in consideration and initiating structure. Least effective administrators were characterized by a style low in consideration and initiating structure. Much of the body of literature relating high consideration and high structure with leader effectiveness was generated as a result of the Ohio State University studies. Studies by Anderson (1966), Fleishman (1969), Fleishman and Harris (1962), Halpin (1955), Hemphill (1955), and Sergiovanni, Metzous, and Burden (1969) support the premise that the high consideration and high structure leader is not consistently more effective.

The problem of conceptualizing effectiveness into definable characteristics is compounded with the problem of how to measure the relative effectiveness of a leader. Korman (1966) states that much of the work in describing leadership effectiveness has been correlation studies that have been inconclusive in identifying characteristics of an effective leader. Yukl (1981) criticizes the past research in this area in that many of the factor analysis studies of characteristics of effective leaders have failed to be replicated. He explains that data are often discarded without fully being tested.

A major dilemma that confounds the research on leadership effectiveness is that the type of consequence or outcome selected to be the effectiveness criterion varies. These criteria include group performance, attainment of group goals, group growth, group capacity to deal with crisis, subordinate satisfaction with the leader, subordinate commitment to group goals, and the psychological well-being and development of group members (Yukl, 1981).

One of the most common approaches to the measurement of effectiveness of a leader in situational leadership studies is group measures of performance. Damico (1976) used employee performance ratings as one measure of leadership effectiveness when studying the relationships between employee maturity and leader style in industrial work units. Morris (1979) used a panel of experts and a performance checklist of student errors to measure teacher effectiveness in nursing. Clark (1981) also used a panel of experts to evaluate performance of teachers as a measure of effectiveness. Smith (1975) used reading scores of pupils to determine the

effectiveness of elementary school teachers. VosStroche (1978) used the won/lost record of the individual teams in her sample of women intercollegiate coaches and basketball players. Yukl (1981) and Boucher (1980) explain that these methods of operationalizing leader effectiveness by examining attainment of the group goals are limited since they do not take into account what subordinates may produce despite what the leader does.

A second general approach to the measurement of leader effectiveness is employee satisfaction. Bass (1981, p. 335) concluded after reviewing many studies that various measures of satisfaction are linked to the leader's relations-oriented attitudes and behavior. Damico (1976) used a job satisfaction index as one measure of leadership effectiveness in his study in the industrial setting. Beck (1978) and Smith (1975) in an educational setting constructed measures of teacher satisfaction in their job environment as a criterion of leadership effectiveness. Yukl (1981) and Boucher (1980) explain that satisfaction as the sole measure of leadership effectiveness is inadequate since highly satisfied employees may be indicators of many other factors besides leadership effectiveness. Bass (1981) cites variables such as rank or position, clarity about role, size of organization, type of organization, compensation, age, education, performance level, and self-esteem all as being related to employee satisfaction.

A third approach to measure leadership effectiveness is founded in expectancy theory (Vroom, 1964) and in the Path-Goal Theory of leadership (House, 1971). Essentially, House (1971) explained that a subordinate's perception of the leader's behavior influences the

motivation and satisfaction of the subordinate. House (1971) further explained that if a subordinate perceives a certain style as facilitating a goal then that style of the leader will be perceived effective by the subordinate. Korman (1966) concluded that this approach of using a subordinate's individual rating of a leader's effectiveness has been used in the past in leadership studies, citing as examples the works of Halpin and Winer (1957), Halpin (1957), Fleishman et al. (1955), and Ball (1957).

The approach of using subordinate's perceptions seems very consistent with Hersey and Blanchard's (1982) Situational Leadership Model. Subordinates' perceptions of their leader's style are essential to determining the effectiveness of a leader's style. As a subordinate's behavior changes, Hersey and Blanchard suggest that it is also necessary for the leader's style to change. The subordinate must also perceive this change in the leader in order to see the leader's behavior as effective. Since the leader-follower relationship in the Situational Leadership Model is of high importance, the perceptions of that relationship in terms of leadership style and effectiveness will be the focus of this study.

Chapter Summary

This chapter contains a review of the literature tracing the development of leadership research. From a historical perspective, leadership studies on leadership traits and leadership styles were described. A review of situational theories was presented that included works in the human relations movement, Fiedler's Contingency Theory, House's Path-Goal Theory, and Reddin's 3-D

Management. Specific concepts of Hersey and Blanchard's Situational Leadership Model were explained in detail. The latter portion of this chapter contained a discussion of the current measures of leadership effectiveness.

The next chapter describes the design and methodology utilized in this study.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

The purpose of this research study was to examine the applicability of Hersey and Blanchard's Situational Leadership Model as a model for effective supervision in college housing administration. Directors of housing and their respective staffs at selected universities served as the research sample in this study. This chapter identifies and describes the following aspects of the study: hypotheses, sample selection, instrumentation, data collection, statistical procedures, and a chapter summary.

Hypothesis

The general hypothesis of this study as stated in Chapter I is as follows:

Differences in leadership effectiveness of housing directors as perceived by their staff are a function of the match between the director's leadership style and a staff member's maturity level.

As stated previously the match that is defined as the most effective is predetermined and described in the Situational Leadership Model. The unit of analysis is the comparison of leadership effectiveness scores in which the directors' style match the staffs' maturity level to the effectiveness scores in which the style and the maturity level do not match. A more detailed description of the analysis is described later in this chapter.

Sample Selection

The sample of this study consisted of directors of college housing and their respective staffs at selected universities. The sample was generated by soliciting participation from 83 housing departments ranging from those with 4,000 students to those with 8,000 students living in the residence halls in 1983-84. By selecting departments within a housing occupancy range, staffing patterns were similar, allowing for more control of confounding variables related to the staff participating in the study. In order to reduce the purchasing costs of the instruments from the Center for Leadership Studies, a stratified sample of 50 institutions representing all regions of the United States was selected from the total list of 83 institutions. The directory of the Association of College and University Housing Officers-International (ACUHO-I) was used to generate the list of universities. Initial contact with the directors of housing at these institutions was made by a letter on April 9, 1984, which described the nature of the study and asked for support of this research (Appendix D). In addition, the letter stated that the research required the director to select four professional staff members to also participate in the research. The four staff members were required to report directly to the housing director and could serve any function within the organization. The research received formal endorsement by the President of ACUHO-I and by the Research and Information Committee of ACUHO-I (Appendix F). Both of these endorsements were included in the initial mailing to the housing directors. Those housing directors who wished to participate indicated so on postcards which were returned to this

researcher. A response deadline of April 20, 1984, was indicated in the letter. A follow-up procedure was initiated on April 25, in which telephone calls were made to nonresponding directors.

Instrumentation

To test the research question of this study, five sets of data were collected. Each housing director completed a Maturity Scale Form developed by Hambleton, Blanchard, and Hersey (1977). The Leadership Scale Form, also developed by Hersey, Blanchard, and Hambleton (1980), as well as a Leader Effectiveness Appraisal developed by Boucher (1980) were given to the staff. A description of each of these instruments is provided in this section. In addition to these instruments, directors and staff completed a demographic questionnaire.

Maturity Scale

The Maturity Scale developed by Hambleton, Blanchard, and Hersey (1977) measures two dimensions of maturity: ability (job maturity) and willingness (psychological maturity). The Maturity Scale adopted for this study consists of five job maturity scales and five psychological maturity scales. Job maturity is related to the ability or competence of an individual to complete a task. The five job maturity dimensions include past job experience, job knowledge, problem solving ability, ability to take responsibility, and meeting job deadlines. Psychological maturity is related to the willingness or motivation of an individual to complete a task. The five psychological maturity dimensions include willingness to take responsibility, achievement motivation, persistence, work attitude,

and independence. These 10 scales were selected by Hersey, Blanchard, and Hambleton after pilot research from a pool of about 30 potential indicators of performance. To complete the Maturity Scale the leader (supervisor) would rate each follower (staff) on specific job responsibilities of the five maturity and five psychological scales. The rating scale is an 8 point Likert scale from high maturity (8) to low maturity (1). Appendix A includes a sample of the maturity scale. A conversion table accompanies the Maturity Scale in order to obtain a total maturity score from the job maturity and psychological maturity scores. The total maturity score was categorized into one of four levels: high job maturity (M4), moderate to high maturity (M3), low to moderate maturity (M2), and low maturity (M1). To the researcher's knowledge, validity and reliability studies have not been published.

Leadership Scale

The Leadership Scale developed by Hersey, Blanchard, and Hambleton (1980) measures the task and relationship behavior in five behavioral dimensions. The task behavior dimensions include goal setting, organizing, setting time lines, directing, and controlling. The relationship-behavior dimensions include giving support, communicating, facilitating, interacting, active listening, and providing feedback. Followers (staff) are asked to rate leader's (supervisor) leadership style on an 8-point scale on specific job responsibilities. A sample of the leadership scale is provided in Appendix B. A conversion table accompanies the leadership scale in order to obtain a total leadership score from task and relationship scores. The total leadership score for each

responsibility is categorized in one of four categories: high task/low relationship, high task/high relationship, high relationship/low task, and low relationship/low task. To this researcher's knowledge, validity and reliability studies have not been published.

Leadership Effectiveness Appraisal

The Leadership Effectiveness Appraisal used in this study was adapted by Boucher (1980) from extensive work on leadership effectiveness by Yukl and Nemeroff (1979). In selecting an instrument that measures leadership effectiveness, it is very important that the instrument measure specific leader behaviors in a leader-subordinate situation rather than some other related measure of management of production. As stated previously, the traditional definition of leadership focuses on the leader-subordinate interaction rather than the broad aspects of organizational goal attainment. A second concern in the selection of an instrument is that leadership effectiveness be rated from the subordinate's perspective. This is a critical point since research has shown that leaders do not have the same relationships with all their subordinates and have varying degrees of effectiveness with each subordinate within the same work group (Cashman, Dansereau, Graen, & Haga, 1976; Dansereau, Graen, & Haga, 1975; Graen & Schilmann, 1978). A third concern is that the instrument be suitable for measuring effectiveness of a leader in educational administration and similar to the concepts in the Situational Leadership Model. In reviewing the research on leadership effectiveness and Situational

Leadership, the Leadership Effectiveness Appraisal seems to be a valid instrument for the purpose of this study.

The Leadership Effectiveness Appraisal consists of nine dimensions that were identified by Yukl and Nemeroff (1979) that were obtained from repeated questionnaires using a factor-analysis approach to several hundred responses. These dimensions are defined below:

1. Consideration--The extent to which your director is supportive, friendly, and considerate towards staff members, looks out for your welfare, shows trust and appreciation, and is open and honest with you.
2. Direction--The extent to which your director informs staff members about their duties and job responsibilities, sets goals and establishes performance standards, and provides staff members with necessary training and instruction.
3. Decision Participation--The extent to which your director consults with staff members and otherwise allows you to participate in making decisions, and the amount of influence over the director's decision that result from this participation.
4. Emphasis on Production--The extent to which your director emphasized the importance of productivity and efficiency, encourages staff members to attain a high level of performance, checks on your performance, and informs you when it is not up to par.
5. Work Facilitation--The extent to which your director obtains for staff members necessary supplies, materials,

equipment, support services or other resources, and eliminates problems in the work environment and other obstacles that interfere with the work.

6. Autonomy-Delegation--The extent to which your director delegates responsibility and authority to you and allows you autonomy in determining how to do your work.
7. Positive Reinforcement--The extent to which your director provides recognition to a subordinate, passes recommendations for pay increases and promotions on subordinate performance, and tries to provide additional rewards and benefits for effective performance.
8. Interaction Facilitation--The extent to which your director emphasizes the importance of teamwork and encourages staff members to cooperate and be friendly with each other.
9. Conflict Management--The extent to which your director helps staff members settle conflicts and disagreements, restrains you from insulting or fighting with each other, and encourages you to resolve conflicts in a constructive manner.

In addition to identifying the nine dimensions of leader behavior, Yukl and Nemeroff (1979) constructed separate scales for each dimension, and examined validity and reliability properties of the scales. A major concern that was addressed was that leaders might be rated favorable in all dimensions and therefore skew the responses. Using different scale formats with different populations, Yukl and Nemeroff (1979) concluded that there was "no indication of widespread leniency or central tendency error"

(p. 190). The internal consistency of the scale in which the dimensions were intercorrelated with each other were compared across five separate samples and with previous leadership instruments. It was concluded that the internal consistency was quite adequate with most of the values ranging in the .80s. Test-retest reliability in which the scores were examined over a period of time resulted in high correlations on most dimensions ranging from a value of .55 on the planning dimensions to .85 on autonomy-delegation. Convergent validity of the dimensions was demonstrated by obtaining scores on the dimensions from two different methods of describing leader behavior. Yukl and Nemeroff (1979) concluded that while more rigorous observational studies are needed, the results provide evidence of convergent validity for all of the scales except work facilitation.

Using the nine dimensions that were identified by Yukl and Nemeroff (1979), Boucher (1980) constructed the Leadership Effectiveness Appraisal that measured leader effectiveness in the study of the Situational Leadership Model in sports administration. Boucher (1980) provided validity and reliability data of the instrument in his study. Table 1 describes the descriptive statistics of the Leadership Effectiveness Appraisal. The profile of the data demonstrates a reasonable degree of discrimination in measuring leader effectiveness with scores ranging 22 to 72. The negative skewness indicates a tendency of the scores to be higher similar to instruments described by Yukl and Nemeroff (1979). The Leadership Appraisal Forms were dated upon return so that a profile could be constructed to detect any variance in the results based

upon when the appraisals were completed. The data were tested using analysis of variance (ONE-WAY) with the Leadership Effectiveness Appraisal as the dependent variable and the date of return as the independent variable. An F ratio of .82 was calculated and found to be not significant at the .05 level indicating that there were no

Table 1

Description of Data Obtained from Leadership Effectiveness Appraisal in Boucher's Study

| | |
|--------------------|-----------|
| Number of Returns | 174.000 |
| Minimum Score | 22.000 |
| Maximum Score | 72.000 |
| Mean Score | 57.380 |
| Range | 50.000 |
| Sum of Scores | 9,984.000 |
| Variance | 123.280 |
| Standard Error | 0.842 |
| Standard Deviation | 11.103 |
| Kurtosis | 0.589 |
| Skewness | -1.029 |

significant differences in the means of the Leadership Effectiveness Appraisal when grouped by week of return.

Based upon the work of Yukl and Nemeroff (1979) and Boucher (1980), and their reported measures of validity and reliability, Boucher's Leadership Effectiveness Appraisal seems to be an appropriate instrument to measure leadership effectiveness in this

study. Appendix C includes a sample of the Leadership Effectiveness Appraisal.

Data Collection

Five sets of data were collected in this research. Each housing director completed a Maturity Scale Form developed by Hambleton, Blanchard, and Hersey (1977) as well as a demographic questionnaire. Each staff member completed a Leadership Scale Form, also developed by Hersey, Blanchard, and Hambleton (1980), a Leadership Effectiveness Appraisal, and a similar demographic questionnaire.

In the Maturity Scale Form the directors are asked to rate their staff's maturity on five job responsibilities. Similarly, in the Leadership Scale Form, staff are asked to rate the leadership style of their director for the same five job responsibilities. The five job responsibilities were selected for this research and were inserted into the Maturity Scale and Leadership Style Scale.

The job responsibilities that were used are as follows:

1. Developing and administering a budget.
2. Evaluating personnel.
3. Facilitating staff training programs.
4. Planning and conducting student programs.
5. Managing physical resources and facilities.

These responsibilities were taken from the literature in the field of student services (Brown, 1972; Council of Student Personnel Associations in Higher Education, 1975; Delworth & Hanson, 1980; Miller & Prince, 1976). They were also selected from a list that

chief student affairs officers, housing directors, and faculty rated as competencies less likely for entry level staff to possess (Hyman, 1983). By using these job responsibilities, it was anticipated that ratings of staff members' maturity would more likely vary. Past studies were limited in that ratings of job responsibilities were all generally high (Beck, 1978; Clark, 1981).

Housing directors choosing to participate in this research received a packet of sealed envelopes, four envelopes labeled for each staff member participating in the study as well as one envelope labeled for the director. In the director's envelope was a set of instructions, four Maturity Scale Forms, and a demographic sheet. The housing director completed one Maturity Scale Form for each staff member and the demographic sheet. The instruments were then sent directly to this researcher in an envelope provided in the packet.

The housing director then gave one sealed envelope labeled "staff" to each of the staff members that the director described on the Maturity Scale. In each staff member's envelope was a set of instructions, a demographic sheet, a Leadership Scale Form, and a Leadership Effectiveness Appraisal which the staff member completed describing the housing director. On the Leadership Effectiveness Appraisal staff were asked to rate the effectiveness of the housing directors using an 8-point scale with four performance indicators labeled across the scale. Each staff member sent these instruments directly to this researcher in an envelope provided in the packet.

The instruments were mailed out to those directors willing to participate on April 30, 1984. A response deadline of May 11, 1984,

was indicated in the cover letter. Follow-up letters were sent out on May 25 to directors who had completed the instruments requesting assistance in encouraging participation from their staff who had not responded. Follow-up telephone calls were placed to directors who had not responded. Final follow-up telephone calls to selected directors seeking participation from their staff were initiated on June 3, 1984.

Of the 50 institutions initially selected, 35 housing directors agreed to participate and were mailed instruments. Eighty percent ($N=28$) usable instruments were returned from directors. The 28 participating directors represented 56% of the initial 50 institutions solicited and 33.73% of the 83 institutions that constituted the population in this study. Of the 140 staff that were sent instruments, 97 (70%) usable instruments were returned.

Statistical Procedures

All instruments used in the study were coded so that director-staff member dyads were formed to analyze the data. Each dyad generated the following three scores: a maturity scale score, a leadership style score, and an effectiveness score.

The Statistical Analysis System (SAS) computer program was used as the primary tool in analyzing the data. To test the main hypotheses, a dependent sample t-test was used. The data were collected in such a way that between two and four staff members rated their own director. Therefore, the scores on the three instruments are clustered around each director and are not independent of each other. To account for this relationship, dyads

were formed between every director and each of their staff and labeled as "matched" or "nonmatched" according to the leadership style and maturity level as described by the Situational Leadership model. For each director, the mean leadership effectiveness score of the matched dyads was compared to the mean leadership effectiveness score of the nonmatched dyads. The independent variable then is the "matched" or "nonmatched" relationship and the average effectiveness rating from staff members is the dependent variable. Significant differences in effectiveness scores were determined in this study at the .05 level of confidence.

Chapter Summary

The research design and methodology incorporated in the study have been outlined in this chapter consisting of a) hypotheses, b) sample selection, c) instrumentation, d) data collection, and e) statistical procedures.

CHAPTER IV PRESENTATION OF THE DATA

The data presented in this chapter were collected from five instruments administered to directors of student housing and housing staff members. Each director completed a Maturity Scale Form on four staff members. The Maturity Scale developed by Hambleton, Blanchard, and Hersey (1977) measures two dimensions of maturity: the ability to do a job and willingness to do a job. A total maturity score is calculated into one of four categories: M4-high job maturity, M3-moderate to high maturity, M2-low to moderate job maturity, and M1-low maturity. The Leadership Scale Form and the Leadership Effectiveness Appraisal were administered to the staff. The Leadership Scale Form developed by Hersey, Blanchard, and Hambleton (1980) measures style in terms of task and relationship behavior. The total leadership style scores rated by staff on their director were calculated into one of four categories: S1-high task/low relationship, S2-high task/high relationship, S3-high relationship/low task, S4-low relationship/low task. The Leadership Effectiveness Appraisal was developed by Boucher (1980) from extensive work on leadership effectiveness by Yukl and Nemeroff (1979). The staff rated the effectiveness of the director's style by completing the appraisal which generated a mean score ranging from 1 (least effective) to 8 (most effective). The demographic questionnaires for the directors and staff were also completed. All five instruments appear in the Appendix.

The purpose of this research was to examine the applicability of Hersey and Blanchard's Situational Leadership Model in college

housing administration. The general hypothesis of the research was as follows:

Differences in leadership effectiveness of housing directors as perceived by their staff are a function of the match between the director's leadership style and staff members' maturity level.

A match between leadership style and maturity level is predetermined and defined in the Situational Leadership Model.

The data included in this chapter are presented to address the general hypothesis for investigation in this research and is organized into the following sections: a) profile of respondents; b) descriptive data; c) analysis of matched and nonmatched effectiveness scores; d) a chapter summary.

Profile of Respondents

Demographic information for both directors and staff was collected and is presented in Table 2. Five questions were asked of both groups with two additional questions specifically for the directors and one additional question specifically for the staff.

There was a wide range of the age of the respondents with the largest portion (50%) of the directors between the ages of 36-45 and the largest portion (48.45%) of the staff between the ages of 31-40.

The majority of the directors (64.28%) indicated that the length of time professionally employed in student affairs/higher education was more than 15 years. The major portion of the staff (47.42%) were employed between two and five years.

Differences between the directors and staff were noted with advanced degrees in a field related to higher education. Directors reported that 75% of the respondents earned their master's and 28.57% earned their doctorate. Staff reported that 60.82% earned their master's degree and 17.52% earned their doctorate.

The largest portion of the directors reported membership in the National Association of Student Personnel Administrators (NASPA). Staff were more equally divided, with the greatest proportion (36.08%) reporting membership in professional associations other than those identified in the research instrument. Often the other category included regional organizations.

The largest proportion of the directors (35.71%) and of the staff (42.26%) were unfamiliar with Hersey and Blanchard's Situational Leadership Model. Few of either group had a thorough knowledge of the model.

The length of time in the current position for directors was nearly equally distributed among the four categories listed. The largest proportion (35.71%) were employed less than 5 years and the smallest proportion (21.42%) employed five to 10 years in their current position level.

The majority of the directors (60.71%) directly supervised between 5 and 10 employees. The major portion of the staff (47.42%) were employed by their current director between two and five years. The number of students in the residence halls of the institutions responding was limited by design to between 4,000 and 8,000 students. In this range, the institutions were distributed equally into the four categories listed.

Table 2

Demographic Profile for Directors and Staff

| CHARACTERISTIC | DIRECTOR | | STAFF | |
|---|----------|----------------|----------|----------------|
| | <u>N</u> | <u>Percent</u> | <u>N</u> | <u>Percent</u> |
| <u>Age - Director</u> | | | | |
| 25 - 35 years | 3 | 10.71 | - | - |
| 36 - 45 years | 14 | 50 | - | - |
| 46 - 55 years | 7 | 25 | - | - |
| More than 55 years | 4 | 14.28 | - | - |
| <u>Age - Staff</u> | | | | |
| Under 25 years | - | - | 1 | 1.03 |
| 25 - 30 years | - | - | 24 | 24.74 |
| 31 - 40 years | - | - | 47 | 48.45 |
| 41 - 50 years | - | - | 11 | 11.34 |
| More than 50 years | - | - | 14 | 14.43 |
| <u>Time Employed in Student Affairs</u> | | | | |
| Less than 5 years | 1 | 3.57 | 24 | 24.74 |
| 5 - 10 years | 2 | 7.14 | 29 | 29.89 |
| 11 - 15 years | 5 | 21.42 | 22 | 22.68 |
| More than 15 years | 18 | 64.28 | 22 | 22.68 |
| <u>Advanced Degrees</u> | | | | |
| Master's - Yes | 21 | 75 | 59 | 60.82 |
| Master's - No | 7 | 25 | 38 | 39.17 |
| Doctorate - Yes | 8 | 28.57 | 17 | 17.52 |
| Doctorate - No | 20 | 71.42 | 80 | 82.47 |

TABLE 2 (cont.)

| CHARACTERISTIC | DIRECTOR | | STAFF | |
|---|----------|----------------|----------|----------------|
| | <u>N</u> | <u>Percent</u> | <u>N</u> | <u>Percent</u> |
| <u>Professional Associations</u> | | | | |
| ACPA | 9 | 32.14 | 31 | 31.95 |
| NASPA | 13 | 46.42 | 22 | 22.68 |
| NAWDAC | 1 | 3.57 | 1 | 10.30 |
| Other | 13 | 46.42 | 35 | 36.08 |
| <u>Familiar with Situational Leadership Model</u> | | | | |
| Unfamiliar with model | 10 | 35.71 | 41 | 42.26 |
| Know name but not content of model | 8 | 28.57 | 24 | 24.74 |
| Know name and have general knowledge of model | 7 | 25 | 23 | 23.71 |
| Have thorough knowledge of the model | 3 | 10.71 | 9 | 9.27 |
| <u>Time in Current Position</u> | | | | |
| <u>Director</u> | | | | |
| Less than 5 years | 10 | 35.71 | - | - |
| 5 - 10 years | 6 | 21.42 | - | - |
| 11 - 15 years | 8 | 28.57 | - | - |
| More than 15 years | 7 | 25 | - | - |
| <u>Staff</u> | | | | |
| Less than 2 years | - | - | 21 | 21.64 |
| 2 - 5 years | - | - | 46 | 47.42 |
| 6 - 10 years | - | - | 17 | 17.52 |
| More than 10 years | - | - | 13 | 13.40 |

TABLE 2 (cont.)

| CHARACTERISTIC | DIRECTOR | | STAFF | |
|--|----------|----------------|----------|----------------|
| | <u>N</u> | <u>Percent</u> | <u>N</u> | <u>Percent</u> |
| <u>Number of Employees</u> | | | | |
| Less than 5 | 4 | 14.28 | - | - |
| 5 - 10 | 17 | 60.71 | - | - |
| 11 - 15 | 3 | 10.71 | - | - |
| More than 15 | 3 | 10.71 | - | - |
| <u>Time Employed by Director</u> | | | | |
| Less than 2 years | - | - | 21 | 21.64 |
| 2 - 5 years | - | - | 46 | 47.42 |
| 6 - 10 years | - | - | 17 | 17.52 |
| More than 10 years | - | - | 13 | 13.40 |
| <u>Number of Students in Residence Halls</u> | | | | |
| Less than 5,000 | 8 | 28.57 | - | - |
| 5,000 - 5,999 | 7 | 25 | - | - |
| 6,000 - 6,999 | 7 | 25 | - | - |
| More than 7,000 | 6 | 21.42 | - | - |

Descriptive Data

Each staff member had scores for the three variables in this research: the maturity score as rated by his/her director, the leadership style score as rated by the staff member on his/her director and the effectiveness score also as rated by the staff member on the style of his/her director's leadership.

A factorial design was constructed (Table 3) that depicts the frequency of leadership styles and maturity levels. The dyads of leadership style of the directors with the maturity level of each of their staff are the basis of the analysis described in more detail in the next section. The four styles of leadership are indicated along the left margin and the four maturity levels are indicated across the top. Each cell contains the frequency of the respective maturity level and leadership style combinations that were indicated by the respondents. The total frequencies for each leadership style are listed in the right margin and the total frequencies for each maturity level are listed across the bottom.

The directors rated their staff most often as being high in job maturity (M4) or moderate to high in job maturity (M3) with N=48 and N=43 respectively. The staff rated their director's leadership style most often as high relationship/low task (S3) or low relationship/low task (S4).

The mean effectiveness scores are reported in the next section of analysis.

Table 3

Frequency of Maturity Levels and Leadership Style

| | | Maturity Level | | | | |
|---------------------|-------|----------------|----|----|----|-------|
| | | M1 | M2 | M3 | M4 | TOTAL |
| Leadership Style | S1 | 0 | 0 | 1 | 0 | 1 |
| | S2 | 0 | 1 | 3 | 1 | 5 |
| | S3 | 0 | 3 | 19 | 31 | 53 |
| | S4 | 0 | 2 | 20 | 16 | 38 |
| | Total | 0 | 6 | 43 | 48 | |

Analysis of Matched and Nonmatched Effectiveness Scores

The primary comparison of the study was the leadership effectiveness scores of housing directors as perceived by their staff for dyads in which the directors' leadership style and staff members' maturity level match to dyads which do not match. Table 4 lists the possible pair combinations of leadership style and maturity level labeled as "matched" or "nonmatched." According to Hersey and Blanchard (1982), the most effective situation is one in which the leadership style is matched to the maturity level. Leaders are described to be the most effective when they encourage members to successfully accomplish a predetermined objective and meet their personal goals.

Table 4

Match, Nonmatch Classification

| | | Maturity Level | | | |
|------------------|----|----------------|--------------|--------------|--------------|
| | | M1 | M2 | M3 | M4 |
| Leadership Style | S1 | <u>MATCH</u> | Nonmatch | Nonmatch | Nonmatch |
| | S2 | Nonmatch | <u>MATCH</u> | Nonmatch | Nonmatch |
| | S3 | Nonmatch | Nonmatch | <u>MATCH</u> | Nonmatch |
| | S4 | Nonmatch | Nonmatch | Nonmatch | <u>MATCH</u> |

The data were collected so that 25 directors and their staff responded to the instruments. Because of this method of data collection the results of the scores may be related to each director. Therefore, a dependent sample t-test was used as the statistic to measure the difference of the matched and nonmatched means. Dyads were formed between directors and their staff and labeled as "matched" or "nonmatched" as described in Table 4. For each director the mean leadership effectiveness score of the matched dyads was compared to the mean leadership effectiveness score of the nonmatched dyads. When the 25 directors and their staff were examined, 17 directors exhibited both a leadership style that matched a maturity level of their staff and styles that did not match. The mean leadership effectiveness scores for the 17 directors are listed in Table 5. An important observation from Table 5 is that most of the effectiveness scores for nonmatched dyads are greater than matched dyads. When comparing these means by using the t-test, t was calculated as 1.24. The obtained t of 1.24

Table 5

Matched and Nonmatched Effectiveness Scores

| Director I.D. | Matched | Nonmatched |
|---------------|------------------|------------------|
| 1 | 6.75 | 6.2 |
| 2 | 6.8 | 6.4 |
| 3 | 6.8 | 5.8 |
| 4 | 7.8 | 7.4 |
| 5 | 4.6 | 7.1 |
| 6 | 6.15 | 6.95 |
| 7 | 6.9 | 6.5 |
| 8 | 5.5 | 4.8 |
| 9 | 7.45 | 8.0 |
| 10 | 7.2 | 6.4 |
| 11 | 6.4 | 6.6 |
| 12 | 5.4 | 6.8 |
| 13 | 6.6 | 6.6 |
| 14 | 6.0 | 5.75 |
| 15 | 7.2 | 7.2 |
| 16 | 6.1 | 6.0 |
| 17 | 6.4 | 6.2 |
| | $\bar{x} = 6.47$ | $\bar{x} = 6.51$ |

was less than the critical t of 1.75 at the .05 level of confidence. Therefore, the differences of the mean leadership effectiveness scores for matched and nonmatched dyads were not statistically significant.

Since the differences between the matched and nonmatched means indicated that the leadership effectiveness scores were greater (yet not significantly greater) for the nonmatched dyads further investigation was warranted. Higher effectiveness scores for nonmatched dyads is contradictory to the Situational Leadership Model.

In the previous analysis the leadership effectiveness scores for the matched dyads were averaged as well as the nonmatched dyads for each director. For example, effectiveness scores for the match of high relationship/low task (S3) style to the moderate to high maturity level (M3) were averaged with the effectiveness scores of match of low relationship/low task (S4) to the high maturity level (M4). To obtain a more precise comparison, the effectiveness scores of the S3-M3 matched dyads were compared to the effectiveness scores of the nonmatched dyads for each director as shown in Table 6. The effectiveness scores for the S4-M4 matched dyads as compared to the effectiveness scores of the nonmatched dyads are shown in Table 7.

Many of the leadership effectiveness scores for the S3-M3 match as shown in Table 6 are greater than the nonmatched scores. Again using the dependent t -test, t was calculated at 1.20. The t value of 1.20 was not significant at the .05 level of confidence. Although the higher matched scores supported the Hersey and Blanchard model, the differences in the matched and nonmatched effectiveness means were not significant.

Table 6

Leadership Style (S3) and Maturity Level (M3) Matched and Nonmatched Scores

| Director I.D. | S3/M3 Matched | Nonmatched |
|---------------|-----------------|-----------------|
| 1 | 7.2 | 6.2 |
| 2 | 7.8 | 7.4 |
| 3 | 5.7 | 6.95 |
| 4 | 6.9 | 6.5 |
| 5 | 6.1 | 4.8 |
| 6 | 7.4 | 8.0 |
| 7 | 7.9 | 8.0 |
| 8 | 7.0 | 8.0 |
| 9 | 7.2 | 6.4 |
| 10 | 7.0 | 6.6 |
| 11 | 7.8 | 6.6 |
| 12 | 6.6 | 5.75 |
| 13 | 5.4 | 5.75 |
| 14 | 6.4 | 6.2 |
| 15 | 7.9 | 7.2 |
| 16 | 7.7 | 7.2 |
| 17 | 6.1 | 7.2 |
| 18 | 6.1 | 6.0 |
| | $\bar{x} = 6.9$ | $\bar{x} = 6.7$ |

Table 7

Leadership Style (S4) and Maturity Level (M4) Matched and Nonmatched Scores

| Director I.D. | S4/M4 Matched | Nonmatched |
|---------------|------------------|------------------|
| 1 | 6.3 | 6.2 |
| 2 | 6.8 | 6.4 |
| 3 | 6.8 | 3.8 |
| 4 | 2.9 | 7.1 |
| 5 | 4.4 | 7.1 |
| 6 | 6.6 | 6.95 |
| 7 | 4.9 | 4.8 |
| 8 | 5.9 | 6.6 |
| 9 | 6.4 | 6.6 |
| 10 | 5.4 | 6.8 |
| 11 | 5.3 | 6.6 |
| | $\bar{x} = 5.61$ | $\bar{x} = 6.45$ |

The leadership effectiveness scores for the S4-M4 match as shown in Table 7 are again less than the nonmatched scores. Using the dependent t-test, the obtained t of 6.25 is significant at the .01 level of confidence. Although only 11 S4-M4 matches were recorded, the results in which the nonmatched effectiveness scores are significantly greater than the S4-M4 matched effectiveness scores contradict the Situational Leadership Model.

Chapter Summary

The research findings for this study have been presented in this chapter. Descriptive data of maturity levels, leadership

styles, and effectiveness scores were presented. The data were analyzed taking into account the relationship of staff scores for each director. Matched combinations of maturity level and leadership styles were compared to nonmatched styles and maturity levels.

A summary of the study, including the findings, conclusions, implications, and considerations for further study is presented in Chapter V.

CHAPTER V

SUMMARY, CONCLUSIONS, AND FUTURE CONSIDERATIONS

Chapter V is comprised of the following sections: a) a summary of the development of the study; b) findings; c) discussion of the results; d) conclusions; e) recommendations and considerations for further study.

A Summary of the Development of the Study

This section includes a description of the purpose of the study, justification, a brief review of literature, and the methodology utilized in this study.

Purpose of the Study

The purpose of this research was to examine the application of Hersey and Blanchard's Situational Leadership Model as a model for effective supervision. Directors of housing and their respective staffs at selected universities served as the research population. The Situational Leadership Model is based on an interplay among the amount of guidance and direction (task behavior) a director provides and the readiness (maturity) level that a staff member exhibits in performing a specific objective or responsibility. Hersey and Blanchard proposed a model in which directors would first assess the maturity level of staff members and then adapt their style by providing the appropriate direction and support that is prescribed in the model as the most effective style. The major thrust of the study was stated in the following general hypothesis:

Differences in leadership effectiveness of housing directors as perceived by their staff are a function of the match between directors' leadership style and staff members' maturity level.

The most appropriate match between leadership style and maturity level was predetermined and defined in the Situational Leadership Model. Leadership style and maturity level were treated as independent variables while effectiveness rating was treated as the dependent variable in this study.

Justification for the Study

The general state of higher education in the 1980s has been described in the literature as an era of uncertainty with declining enrollments, limited resources and increasing public demands. A factor that some have described as critical to meeting the challenges of the future is that of educational leadership. Hodgkinson (1981) recommended that higher education shift from attention on faculty development to the current era of attention of administrative development. The Carnegie Council on Policy Studies (1980) listed effectiveness leadership as one of the 10 priorities for the coming years.

The topic of leadership has been studied since the turn of the century. Research has involved a search for a set of leadership traits, characteristics, and behaviors of a best style of leadership which would be successful in most situations. However, no set of traits, characteristics, or best style has emerged (Jennings, 1943; Korman, 1966).

In the last two decades studies have focused on theories of leadership in which a leader's style is adapted to the important elements of the situation (Fiedler, 1967, 1978; Hersey & Blanchard, 1969, 1982; House, 1971; Reddin, 1967). The conclusion of most of the research was in fact that leadership was contingent on situation variables. Hersey and Blanchard (1982) described in more detail the relationship of leadership style and situational variables in a conceptual framework known as the Situational Leadership Model.

The Situational Leadership Model seemed to be the most usable to the practicing administrator since the model identified specific behaviors for administrators in given various situations. However, the model's basic premise that leadership effectiveness results from the adaptation of a director's leadership style to a staff member's maturity has not been fully supported in previous research (Beck, 1978; Boucher, 1980; Clark, 1981; Damico, 1976; Morris, 1979; Smith, 1975; VosStroche, 1978). Most of the research has had problems in the method and design of the studies.

This study was the first attempt to this researcher's knowledge to examine the Situational Leadership Model in the field of student affairs in higher education, specifically in college housing administration. Several of the methodology concerns of previous research were addressed in this study. The data collected from this study may provide relevant information on effectiveness leadership for administrators in higher education.

Review of Literature

The purpose of the literature review was to provide background on leadership research. From a historical perspective, leadership

studies on leadership traits and leadership styles were presented. A review of situational theories was presented that included works in the human relations movement, Fiedler's Contingency Theory, House's Path-Goal Theory, and Reddin's 3-D Management. Hersey and Blanchard's Situational Leadership Model was reviewed in detail. Also included in the literature review was a discussion of current measures of leader effectiveness.

Methodology

The research population included 28 directors of college housing and 97 staff reporting to these directors. The size of the housing departments ranged from those with 4,000 students to those with 8,000 students living in the residence halls on each campus.

Five sets of data were collected in this research. Each housing director completed a Maturity Scale Form developed by Hambleton, Blanchard, and Hersey (1977) as well as a demographic questionnaire. The staff member completed a Leadership Scale Form, also developed by Hersey, Blanchard, and Hambleton (1980), a Leadership Effectiveness Appraisal, and a similar demographic questionnaire. In both the maturity scale and the leadership style form, respondents were asked to rate the respective leader or staff member across five job responsibilities:

1. Developing and administering a budget.
2. Evaluating personnel.
3. Facilitating staff training programs.
4. Planning and conducting student programs.
5. Managing physical resources and facilities.

The study received formal endorsement from the President of the Association of College and University Housing Officers--International (ACUHO-I) and from the Research and Information Committee of ACUHO-I. A letter from the director and a letter from the Chair of the Research and Information Committee accompanied the initial participation letter.

An initial letter to 50 directors of housing was sent on April 9, 1984, requesting that they and their staff participate in this study. A response deadline of April 20 was indicated in the letter. A follow-up procedure was initiated on April 25, in which telephone calls were made to nonresponding directors.

The instruments were mailed out to these directors willing to participate on April 30, 1984. A response deadline of May 11, 1984, was indicated in the cover letter. Follow-up letters were sent on May 25 to directors who had completed the instruments requesting assistance in encouraging participation from their staff who had not responded. Follow-up telephone calls were placed to directors who had not responded. Final follow-up telephone calls to selected directors seeking participation from their staff were initiated on June 3, 1984.

The data obtained from the responses were analyzed using the Statistical Analysis System (SAS), an integrated computer system for data analysis. A frequency procedure was used to determine percentages of responses according to the various maturity levels and leadership styles. A dependent t-test was used to test the difference of the leadership effectiveness scores for matched dyads and nonmatched dyads.

Findings

The general purpose of the research was to examine the applicability of Hersey and Blanchard's Situational Leadership Model in college housing administration. In order to study this model the supervisor-supervisee relationship between the directors of housing and each of their staff was analyzed using the three instruments previously described. The findings of this research include a discussion describing the frequency of the maturity levels and leadership styles, the main analysis of matched and nonmatched dyads, and each matched leadership style dyad with the nonmatched dyad.

The frequencies of the maturity levels and the leadership styles provided an important perspective in analyzing the data (see Table 3). Of the four maturity levels, only two were reported consistently: the moderate to high level (M3) and the high maturity level (M4). Similarly, two of the four leadership styles were reported most often: the high relationships/low task style (S3) and the low relationship/low task style (S4). Possible explanations for these results are discussed later in this chapter.

The main analysis in the study was the comparison of the matched and nonmatched effectiveness scores. According to the Situational Leadership Model, the leadership effectiveness of housing directors as perceived by their staff should be rated greater for matched leadership style and maturity level scores than nonmatched scores. The matched situations as defined in the model are the four combinations of M1/S1, M2/S2, M3/S3, and M4/S4 (see Table 4). The results of this study indicate that leadership

effectiveness mean of the nonmatched scores is slightly higher than the matched scores (Table 5). However, the difference between the matched and nonmatched means was not significant. This finding does not support the basic premise of the Situational Leadership Model. Staff do not perceive directors who exhibit a leadership style appropriate to the maturity level of their staff as more effective than other leadership styles.

A closer examination of the matched effectiveness scores for the high relationship/low task leadership style (S3) and the moderate to high maturity level (M3) indicated that the mean was higher than the nonmatched mean (see Table 6). Although the difference of the means was not significant at the .05 level of confidence, the trend that the matched effectiveness score was higher supports the Situational Leadership Model. The high relationship/low task leadership style (S3) may be a style that staff moderate to high in maturity (M3) rate as more effective than other styles.

The matched effectiveness mean for the low relationship/low task style (S4) and the high maturity level (M4) was compared to the nonmatched mean. Like the main comparison the nonmatched effectiveness mean was greater than the matched mean. The difference between the S4-M4 match effectiveness mean and the nonmatched mean was significant at the .01 level of confidence. This finding is in complete contradiction to the premises of the Situational Leadership Model. For high maturity staff, leadership styles other than low relationship/low task were perceived as more effective.

Discussion of Results

This section includes a discussion of the results of the study as they relate to previous research and related literature.

Included are the following areas of Validation Studies of the Situational Leadership Model, Implications for Administrators, Evaluation of the Maturity Scale Form, Evaluation of the Leadership Style Form, and the Evaluation of the Leadership Effectiveness Form.

Validation Studies of the Situational Leadership Model

The strongest support of the Situational Leadership Model that used direct measures of maturity level leadership style and effectiveness was research done by Boucher (1980) using intramural and recreational sports directors as respondents in the study. The present research, unlike Boucher's study, was unable to support the general premises described in the Situational Leadership Model.

A factor that was not taken into consideration in the analysis by Boucher is the relationship of the scores to each sports director. A natural clustering of maturity level scores, effectiveness scores, and leadership scores is likely since several directors and their staff were used in collecting the data. While Boucher's conclusions regarding matched and nonmatched dyads still may support the Situational Leadership Model, the present research has taken into consideration that the scores are not all independent of each other. While the present research was unable to support the Situational Leadership Model, further research using similar methods

of data collection are advised to follow the statistical analysis outlined in this study.

A major obstacle yet to be overcome in research investigating the utilization of the Situational Leadership Model has been the lack of responses in the lower levels of maturity and the low relationship styles. The present research was limited also due to the skewness of the responses on the Maturity Scale Form and the Leadership Style Form.

Implications for Administrations

The high relationship/low task (S3) leadership style was perceived in the present research to be the most effective style regardless of the maturity level of the staff. Boucher (1980), however, found that the high task/high relationship (S2) style was perceived to be the most effective for sport recreation directors. It is unclear whether this difference is due to the population under study or an inherent problem with the Situational Leadership Model. Yet when viewed collectively with findings of Beck (1978), Morris (1979), and VosStroche (1978), it can be stated that the Situational Leadership Model does not adequately explain the phenomenon of high relationship styles rated more effective regardless of maturity levels of the subordinates. For directors of housing, the leadership style that was perceived as more effective and rated with the greatest frequency was the high relationship/low task style (S3). Further, the present research supports the conclusion that the low relationship/low task style (S4) is not perceived effective even with high maturity (M4) staff.

Based upon the findings of this research as well as previous research, administrators would be advised to use the Situational Leadership Model with caution. Staff seem to indicate that they need a highly supportive relationship regardless of experience and motivation for the job. The field of education and student affairs specifically is one in which supportive relationships are valued. Volumes of books and articles are used as resources to assist in establishing supporting relationships with groups and individuals. To ignore this perceived need might cause difficulty in the supervisor-supervisee relationship in the field of student affairs.

Another factor obtain in this study of interest to administrators is fact that only 6% of the staff identified their directors as having a high task style. Hersey and Blanchard (1982) described Situational Leadership as a tool to assist staff to develop by providing both the appropriate direction and the appropriate support. Task behavior in this model is defined as the extent to which leaders are likely to organize and define roles of the members of their group and to assist members through demonstration or explanation of ways of getting jobs accomplished. This definition seems to infer "on the job training" as a part of a leader's behavior in some situations. Yet only 6% of the directors of housing were perceived to have a high task style. The amount of direction and on-going training the directors give their immediate staff would seem to be an issue for further investigation.

Evaluation of the Maturity Scale Form

The Maturity Scale Form developed by Hersey, Blanchard, and Hambleton (1977) is the standard instrument that is used for

training purposes with the Situational Leadership Model. To this researcher's knowledge, the only other time the complete Maturity Scale Form was used for research purposes was in a study by Beck (1978). This study supports Beck's conclusion that the Maturity Scale Form was not discriminating enough to provide the necessary levels of maturity. Boucher (1980) used only the job task portion of the Maturity Scale Form with similar results. In this present study, attempts were made to address this issue. First, each director was requested to rate four staff members instead of one. It was anticipated that with more staff, ratings in a single organization of greater variety of maturity levels would be reported. A second attempt was made in the design of the study in that five distinctly different job responsibilities were listed in the anticipation that maturity scores would differ. The job responsibilities included the following:

1. Developing and administering a budget.
2. Evaluating personnel.
3. Facilitating staff training programs.
4. Planning and conducting student programs.
5. Managing physical resources and facilities.

One possible explanation is that often a supervisor has a global evaluation of an employee positively or negatively that influences the specific evaluation on particular items. Another possible explanation is that when using the Maturity Scale Form with highly educated, experienced people, few staff are rated low (M1) in maturity. It is important to recognize that the term "maturity" has a distinct meaning in the Situational Leadership Model different

than used in developmental psychology. This difference might not have been understood clearly by all the respondents and therefore reluctant to classify staff "low in maturity."

Evaluation of the Leadership Style Form

The Leadership Style Form developed by Hersey, Blanchard, and Hambleton (1977) is the standard instrument that is most often used for training purposes with the Situational Leadership Model. To the researcher's knowledge, it is the first time it has been used for research purposes. A major concern in this research was the high frequency of staff who reported their directors as exhibiting a high relationship/low task (S3) or a low relationship/low task (S4). The question remains as to whether the instrument failed to discriminate the different styles or that the sample population was one in which high task leaders (S1 and S2) were not present. It should be noted that the Leadership Style Form is based on the LEAD-OTHER survey that has been used extensively in research and is an instrument that effectively identifies the four leadership styles. If it is assumed that the Leadership Style Form adequately identifies the four leadership styles, an important issue is the fact that only 6% of the staff identified their directors as high task leaders as discussed earlier in this chapter.

Evaluation of the Leadership Effectiveness Appraisal

The Leadership Effectiveness Appraisal adapted from Boucher (1980) was adequately validated in previous research. The data presented in this research using the Leadership Effectiveness Appraisal were consistent with the validation studies by Boucher

(1980). On a one through nine point scale, the mean effectiveness score in the present research was 6.48, only slightly higher than a mean of 6.33 in Boucher's research. Selltiz (1976) explains these relatively high means as a generosity error in which there is a tendency of a rater to overestimate the desirable qualities of subjects whom the rater knows well and has a personal liking for or with whom the rater shares common goals. Given these limitations, the Leadership Effectiveness Appraisal still seemed appropriate for this research. It should be noted that the instrument evaluates only the supervisor' behavior towards the supervisee. Overall effectiveness in the performance of a supervisor's total job functions was not measured.

Conclusions

The results have been discussed both in terms of implications for research supporting Hersey and Blanchard's Situational Leadership Model and in terms of implications for the practicing directors of housing. The major premise of the Situational Leadership Model was analyzed as well as the use of the standardized Maturity Scale Form and the Leadership Scale Form. The results were also discussed in a manner that would assist the directors of housing in the supervisor-supervisee relationships with their staff.

The following represent conclusions of this study:

1. The research supports Beck's (1978) conclusions that the Maturity Scale Form was not discriminating enough to identify four levels of maturity. Boucher (1980), using part of the Maturity

Scale Form, also did not have directors identify staff as low in maturity. The lack of responses for each maturity level hindered the complete analysis of the Situational Leadership Model in studies of Beck, Boucher, and in this research.

2. Most of the staff reported their directors as exhibiting a high relationship/low task (S3) or a low relationship/low task (S4) style of leadership regardless of the maturity level of the staff. This research supports the conclusion that staff perceived directors of housing as primarily utilizing a low task leadership style.

3. The research supports Boucher's (1980) conclusion in that there were no differences in the leadership effectiveness means of matched dyads and nonmatched dyads. Since this comparison of matched and nonmatched dyads was the major comparison, this study did not support Hersey and Blanchard's Situational Leadership Model.

4. The high relationship/low task leadership style (S3) appeared to be the most effective leadership style. The effectiveness mean for this matched dyad was greater than the nonmatched means although statistical significance between the two means was not found. The nonmatched effectiveness scores were significantly greater than the low relationship/low task style (S4) matched effectiveness scores. When examined independently, there is a tendency for the high relationship/low task leadership style (S3) to be more effective therefore, supporting the Situational Leadership Model.

5. The differences in the results when the matched high relationship/low task leadership style (S3) and the low

relationship/low task leadership style (S4) were analyzed independently may provide some insight for supervising of housing staff. The research supports the conclusion that staff need a highly supportive relationship regardless of their experience and motivation for the job.

Recommendations and Considerations for Further Study

The results of this research have raised a number of issues and questions which might be considered and addressed in further study. Listed below are the recommendations the relate to the development of Hersey and Blanchard's Situational Leadership Model and recommendations that have implications for education administration.

Recommendations for the Development of the Situational Leadership Model

1. Continued efforts are needed to study the utilization of Hersey and Blanchard's Situational Leadership Model in education administration in a research design that would include all ranges of maturity and leadership style.
2. Further study of the Maturity Scale Form developed by Hersey, Blanchard, and Hambleton (1977) is recommended to determine if the instrument can discriminate among four maturity levels of staff.
3. Further study of the Leadership Effectiveness Scale as it measures "effectiveness" as defined by Hersey and Blanchard is recommended.

4. Future studies are warranted that establish a research design that includes a more comprehensive and sophisticated statistical analysis.

Recommendations for Education Administration

5. Consideration might be given to examine further the effectiveness of the high relationship/low task leadership style (S3) in housing administration.
6. Future studies using Situational Leadership at different staff levels such as hall directors and resident assistants in the department of college housing are warranted.
7. Increased attention might be given to the amount of direction and training exhibited by a director of housing to an individual staff member in a supervisor-supervisee relationship.
8. Further study is warranted to determine if there is a relationship between leadership effectiveness and the director's age, length of time as a director, number of staff reporting to the director, and/or whether an advanced degree has been earned in the area of higher education. A related consideration in regard to perceptions of leadership effectiveness might be the length of time a director has supervised each staff member.

APPENDIX A

MATURITY SCALE: MANAGER RATING FORM

MATURITY SCALE

— Manager Rating Form —



Developed by Ronald K. Hambleton, Kenneth H. Blanchard, and Paul Hersey

The purpose of this rating form is to help you determine the *Maturity* of a person who works for you. Maturity refers to the *willingness* and *ability* of a person to direct his or her behavior while working on a particular objective or responsibility. Willingness and ability are referred to as *psychological maturity* and *job maturity*, respectively.

Since a person's maturity level will depend upon the particular objective, your task will be to provide perceptions of the person's *Maturity* in performing each major job objective.

Before completing the rating form, recall your past interactions with the person in reference to quality of work output and attitudes.

Directions

Please write the individual's name, and today's date in the places indicated at the top of Page Two. Then, do the following:

1. Select up to five of the individual's most important objectives and write them in the spaces provided at the top of the *Response Sheet*.

2. With respect to the *first* objective only, the five *Job Maturity dimensions*, and the five *Psychological Maturity dimensions*, "rate" the employee on each, using the following eight point scale:



—Your ratings, ranging from 1 to 8, should be placed in the sections indicated on the Response Sheet. To provide meaning to your ratings on each dimension, each one is defined with examples of "high" and "low" maturity.

—Be sure to base ratings on your observations of the person's *behavior*

—Once you have completed both sets of five ratings, sum your ratings of Job Maturity and Psychological Maturity, and enter the totals in the spaces provided.

3. Repeat the same rating task for each additional objective, one at a time.

4. After you have completed the ratings, read the section titled, *scoring interpretation*, and follow the instructions for interpreting the job and psychological maturity scores.

©Copyright 1977 by Center for Leadership Studies. All rights reserved.

Reprinted with permission.

Response Sheet

Major Objectives or Responsibilities

1. Developing and Administering a Budget

2. Evaluating Personnel

3. Facilitating Staff Training Program

4. Planning and Conducting Student Program

5. Managing Physical Resources and Facilities

| This person | | Is performing this objective | |
|--|---|------------------------------|---|
| 1 | 2 | 3 | 4 |
| <p>1. Past Job Experience</p> <p>2. Job Knowledge</p> <p>3. Problem Solving Ability</p> <p>4. Ability to Take Responsibility</p> <p>5. Meeting Job Deadlines</p> | | | |
| TOTAL JOB MATURITY SCALE | | | |
| 1 | 2 | 3 | 4 |
| <p>1. Willingness to Take Responsibility</p> <p>2. Achievement Motivation</p> <p>3. Persistence</p> <p>4. Work Attitude</p> <p>5. Independence</p> | | | |
| TOTAL PSYCHOLOGICAL MATURITY SCORE | | | |
| 1 | 2 | 3 | 4 |
| Overall Maturity Description M1 M2 M3 or M4 | | | |
| Appropriate Leadership Style* S1, S2, S3 or S4 | | | |

*Copyright ©1975, please see the Leadership Studies All rights reserved.

APPENDIX B

LEADERSHIP SCALE: STAFF MEMBER FORM

LEADERSHIP SCALE

—Staff Member Form—



Developed by Paul Hersey, Kenneth H. Blanchard, and Ronald K. Hambleton

The purpose of this instrument is to help you determine your perception of the leadership style that your manager is using with you. Leadership style can be described as a combination of two dimensions: *Task Behavior* and *Relationship Behavior*. These two dimensions are defined as follows:

Task Behavior—The extent to which a leader provides direction for people by specifying goals and roles; Spelling out what to do, how to do it, where to do it, when to do it, and (if more than one person is involved) who is to do it.

Relationship Behavior—The extent to which a leader engages in two-way communication and active listening and provides supportive and facilitating behaviors.

Because the leadership style of your manager may vary depending on the particular objective or responsibility you are working on, your task will be to provide perceptions of the leadership style of your manager when you are working on each of your major objectives.

Directions

Write your name, your manager's name, and today's date in the spaces indicated at the top of page 2. Then do the following:

1. **Write** Select one to five of your most important objectives and write them in the spaces provided at the top of the *Response Sheet* on the next page.
2. With respect to the first objective only, describe your manager's leader behavior on each of the five *Task Behavior Scales* and the five *Relationship Behavior Scales*, using the following eight-point scale:



—To give meaning to your ratings on each scale, the extremes of each are defined by short descriptive phrases. Your description of the leadership style that your manager uses with you on each objective should be based on the degree to which you perceive that manager's behavior to be accurately described by these phrases.

—Your ratings, ranging from 1 to 8, should be placed in the box to the left below the appropriate objective.

—Once you have completed both sets of five descriptions, sum the scores of Task Behavior and Relationship Behavior and enter the totals in the spaces provided.

3. Repeat the same rating process for each additional objective, one at a time.

Write Once you have completed the scoring, read the section titled *Score Interpretation* on page three and follow the directions for interpreting the Task Behavior and Relationship Behavior scores.

Reprinted by permission.

Leadership Scale Response Sheet

Major Objectives

| | | Your Name _____ | Today's Date _____ | | | | | | |
|------------------------------------|------------------------------|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | | Your Manager's Name _____ | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| TASK BEHAVIOR DIMENSIONS | 1. Goal Setting | My manager _____ I let me develop my own goals for my personal _____ I let me organize the work on my _____ I let me set time limits for completing work _____ I provide only general direction _____ | 1 1 1 1 1 | 2 2 2 2 2 | 3 3 3 3 3 | 4 4 4 4 4 | 5 5 5 5 5 | 6 6 6 6 6 | 7 7 7 7 7 |
| | 2. Organizing | Let me determine what progress to expect and when _____ | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | 3. Setting Time Limits | Seldom provides support and encouragement _____ | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | 4. Directing | Frequently involves me in give and take _____ | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | 5. Consulting | Frequently involves me in give and take _____ | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| TOTAL TASK BEHAVIOR SCORES | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| RELATIONSHIP BEHAVIOR DIMENSIONS | 1. Giving Support | Let me involve my own interactions with others _____ I leave it up to me to initiate sharing opinions and concerns _____ | 1 1 | 2 2 | 3 3 | 4 4 | 5 5 | 6 6 | 7 7 |
| | 2. Communicating | Frequently involves me in give and take _____ | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | 3. Facilitating Interactions | Frequently involves me in give and take _____ | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | 4. Active Listening | Frequently involves me in give and take _____ | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | 5. Providing Feedback | Frequently involves me in give and take _____ | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| TOTAL RELATIONSHIP BEHAVIOR SCORES | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| SUMMARY | | Leadership Style Designation S1, S2, S3, S4, or O1, O2, O3, O4 | | | | | | | |

APPENDIX C

LEADERSHIP EFFECTIVENESS APPRAISAL

LEADERSHIP EFFECTIVENESS APPRAISAL

Your Name _____

Your Manager's Name _____

Please rate the effectiveness of your Director's leadership behavior using the following eight point scale.

- VERY EFFECTIVE SOMEWHAT EFFECTIVE SOMEWHAT INEFFECTIVE NOT EFFECTIVE

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | <u>Consideration</u> - The extent to which your director is supportive, friendly and considerate towards staff members, looks out for your welfare, shows trust and appreciation and is open and honest with you. |
| 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | <u>Direction</u> - The extent to which your director informs staff members about their duties and job responsibilities, sets goals and establishes performance standards and provides staff members with necessary training and instruction. |
| 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | <u>Decision Participation</u> - The extent to which your director consults with staff members and otherwise allows you to participate in making decisions, and the amount of influence over the director's decision that result from this participation. |
| 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | <u>Emphasis on Production</u> - The extent to which your director emphasizes the importance of productivity and efficiency, encourages staff members to attain a high level of performance, checks on your performance and informs you when it is not up to par. |
| 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | <u>Work Facilitation</u> - The extent to which your director obtains for staff members, necessary supplies, materials, equipment, support services or other resources and eliminates problems in the work environment and other obstacles that interfere with the work. |
| 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | <u>Autonomy Delegation</u> - The extent to which your director delegates responsibility and authority to subordinates and allows them autonomy in determining how to do your work. |
| 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | <u>Positive Reinforcement</u> - The extent to which your director provides recognition to subordinates, passes recommendations for pay increases and promotions on subordinate performance, and tries to provide additional rewards and benefits for effective performance. |
| 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | <u>Interaction Facilitation</u> - The extent to which your director emphasizes the importance of teamwork and encourages staff members to cooperate and be friendly with each other. |
| 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | <u>Conflict Management</u> - The extent to which your director helps staff members settle conflicts and disagreements, restraining you from insulting or fighting with each other, and encourages you to resolve conflict in a constructive manner. |

APPENDIX D

INVITATION LETTER TO PARTICIPANTS

April 9, 1984

Division of Housing

Dear Colleague:

You are invited to participate in a study examining the applicability of Hersey and Blanchard's Situational Leadership Theory in Housing Administration. This study is being conducted by Mike Vetter, Assistant Director of Housing at the University of Florida for his Ph.D. degree in Higher Education. While Situational Leadership Theory has grown in popularity with numerous training workshops and packaged materials, the theory itself is still being validated for use in higher education administration.

Your participation in this study is very important as the results may have implications for the usefulness of Situational Leadership as a model for staff supervision and training in Housing administration. The results, of course, will not identify either individuals or specific institutions, and your responses will remain confidential. Institutions participating in the study will receive an abbreviated summary of the research findings. The tentative dates for data collection are April 20-May 15.

The following summarizes the steps being taken in collecting the data for this study:

1. As Director of Housing you will receive five sealed packets of instruments, one for yourself and one for each of four staff reporting to you that you select.
2. You will complete a "Maturity Scale" instrument developed by Hersey and Blanchard for four staff members of your choosing. The instrument, which takes about seven minutes to complete for each individual, is one in which you as the Housing Director, describes each of the four staff members in the areas of competence, experience and willingness to do certain job responsibilities. You will then send these instruments to myself in an envelope provided. Total time is approximately 30 minutes.
3. You will give a staff packet to each of the same four staff that you described on the Maturity Scale.
4. Each staff member will complete two instruments. One is a "Leadership Scale Form" developed by Hersey and Blanchard, in which the staff member describes your leadership style as Director. The second is a "Leader Effectiveness Appraisal" in which the staff member describes the effectiveness of your style. It takes about seven minutes to complete each form for a total of about 15 minutes for each staff member. Each staff member will send the completed instruments to myself in an envelope provided.

Please return the enclosed card by April 20, 1984 indicating whether you wish to participate in this study. If you have any questions, please call Mike Vetter at (904) 392-6024. Also enclosed is a letter from Paul Jahr, Chair of the ACUHO-I Research and Information Committee endorsing this research.

Sincerely,



Jim Grimm
Director of Housing



Mike Vetter
Assistant Director of Housing

Division of Housing/University of Florida/Gainesville, Florida 32611/Phone: (904) 392-2161

EQUAL EMPLOYMENT OPPORTUNITY-ALTERNATIVE ACTION EMPLOYER

APPENDIX E

LETTER OF ENDORSEMENT
FROM RESEARCH AND INFORMATION COMMITTEE

ASSOCIATION OF COLLEGE AND UNIVERSITY HOUSING OFFICERS
INTERNATIONAL



EXECUTIVE BOARD 1983-84

PRESIDENT

ARNETTE R. SMITH
Assistant Director for Food Service
Q-18 Towers
West Virginia University
Morgantown, West Virginia 26506
Ph (204) 253-0286

PRESIDENT-ELECT

JAMES C. OPRISH
Director of Housing
Housing Office
University of Florida
Gainesville, Florida 32611
Ph (904) 352-3173

SECRETARY

LAREN S. FRANK
Assistant Director, Residence and Dining Halls
The Ohio State University
640 Lincoln Tower
1800 Cannon Drive
Columbus, Ohio 43210
Ph (614) 432-6286

TREASURER

CARMEN L. VANCE
Assistant Vice President/Director
Residential Life U-22
University of Connecticut
Storrs, Connecticut 06268
Ph (203) 486-3030

PAST PRESIDENT

WILLIAM P. FALKEN
Director of Residence Life
2117 North South Hall
Cornell University
Ithaca, NY 14853
Ph (607) 255-4513

DISTRICT REPRESENTATIVES:

MICHAEL B. HOCTOR
Director Housing and Residence Life
San Diego State University
5305 Campanile Drive
San Diego, California 92182
Ph (619) 295-6181

KENT SAARFICH
Assistant Director, Single Student Housing
230 Student Union
Oklahoma State University
Stillwater, Oklahoma 74078
Ph (405) 624-6662

ANN E. WEBSTER
Director of Housing and Residence Life
The George Washington University
Washington, D.C. 20052
Ph (202) 474-6998

SCM GABER
Director of Residence Life
Northwest Missouri State University
Kirksville, Missouri 63501
Ph (816) 785-4123

PUBLICATIONS COORDINATOR/
MEMBER MAGAZINE EDITOR

ROBERT P. COOKE
Director of Housing
Box 788
University of Texas
Austin, Texas 78712
Ph (512) 471-3126

March 16, 1984

Dear Colleague:

I am writing this letter for the purpose of requesting your assistance in participating in Mr. Mike Vetter's research project.

It is our belief that Mike's research results will provide valuable information for our member institutions.

On behalf of the Research and Information Committee, I thank you for your support of this project.

Sincerely,

Paul K. Jahr, Chair
Research and Information
Committee
Director of Residence Life
Kearney State College
Kearney, Nebraska 68849

PKJ/dj

APPENDIX F
POSTCARD INDICATING PARTICIPATION

Name of Institution _____

Name _____ Date _____

Please indicate your interest in participating in the Situational Leadership Study.

____ Yes, I and four members of my staff will participate in this Situational Leadership Study as outlined in the enclosed letter.

____ No, I and my staff do not wish to participate.

Thank you for your consideration.

Please use the postage paid envelope to return this card.

APPENDIX G

INSTRUCTIONS FOR DIRECTORS OF HOUSING

AN EXAMINATION OF HERSEY AND BLANCHARD'S SITUATIONAL
LEADERSHIP THEORY IN COLLEGE HOUSING ADMINISTRATION
April 1984

Thank you for participating in this study of Situational Leadership. Your response is very important as the results may have implications for the usefulness of Situational Leadership as a model for staff supervision and training in Housing administration. The results will not identify either individuals or specific institutions, and your responses will remain confidential. After the data have been analyzed, you will receive an abbreviated summary of the research findings. Below are the directions in participating in this study. Please read through the steps before you complete any forms.

1. Accompanying this letter are four envelopes labeled, "staff one, two, three and four" and a larger envelope labeled, "Director of Housing". Set the "staff" envelopes aside and open the "Directors" envelope.
2. In the "Directors" envelope is an Information Form, four Maturity Scale- Manage Rating Forms and a return addressed envelope. At this time complete Part I of the Information Form and then proceed to step three below.
3. Select four staff members that report directly to you and label them number 1, 2, 3 and 4. You will be completing a "Maturity Scale" form for each of the staff members. Indicate the position title for each staff member on Part II of the Information Form.
4. Proceed to complete the "Maturity Scale" form; one for each of the four staff members you have listed. The directions for completing the form are given on the form itself. Please note that number 1 of the Maturity Scale directions has been completed for you and that you should omit number 4 since you will not be scoring the forms. Please indicate your name and staff member 1, 2, 3 or 4 in the "Name" section on page 2 of each form.
5. After you have completed the Information Form and the four Maturity Scales, place them in the addressed envelope and mail it immediately. These forms will remain confidential and will not be shared with your staff or others not associated with this research.
6. At this time, please give the staff envelopes to the four people you described on the Maturity Scales. It is critical that the envelope labeled "staff member 1, 2, 3 and 4" is given to the corresponding staff member. The staff will be rating you on your leadership style and leader effectiveness and will be sending their forms directly to me. These forms will also remain confidential.

If you have any questions regarding the study, please call me at (904) 392-6024. Thank you for your assistance.

PLEASE RETURN ALL FORMS BY MAY 11, 1984 IN THE ENVELOPES PROVIDED TO:

MIKE VETTER
C/O GRAHAM AREA OFFICE
UNIVERSITY OF FLORIDA
GAINESVILLE, FLORIDA 32611

APPENDIX H
INSTRUCTIONS FOR STAFF

AN EXAMINATION OF HERSEY AND BLANCHARD'S SITUATIONAL
LEADERSHIP THEORY IN COLLEGE HOUSING ADMINISTRATION

April 1984

Thank you for participating in this study of Situational Leadership. Your response is very important as the results may have implications for the usefulness of Situational Leadership as a model for staff supervision and training in Housing administration. The results will not identify either individuals or specific institutions and your response will remain confidential. After the data have been analyzed, your Director of Housing will receive an abbreviated summary of the research findings.

Below are the directions for participating in this study. Please read through the steps before you complete any forms.

1. Accompanying this letter are the following: Information Form, the Leadership Scale-Staff Member Form, Leader Effectiveness Appraisal, and a return envelope. At this time complete the Information Form.
2. Complete the Leadership Scale following the directions on the form. Please read through all directions before proceeding to page two. This instrument is one in which you describe four Housing Directors' leadership style. Please note that number 1 of the Leadership Scale directions has been completed for you and that you should omit number 4 since you will not be scoring the forms. Make sure your Director's name is indicated on page 2 of the form.
3. Complete the Leadership Effectiveness Appraisal. This instrument is one in which you describe the overall effectiveness of your Director in working with yourself.
4. After you have completed the Information Form, the Leadership Scale, and the Leadership Effectiveness Appraisal, place them in the addressed envelope and mail it immediately. These forms will remain confidential and will not be shared with your Director or others not associated with this research.

If you have any questions regarding the study, please call me at (904) 392-6024. Thank you for your help.

PLEASE RETURN ALL FORMS BY MAY 11, 1984 IN THE ENVELOPES PROVIDED TO:

MIKE VETTER
C/O GRAHAM AREA OFFICE
UNIVERSITY OF FLORIDA
GAINESVILLE, FLORIDA 32611,

APPENDIX I

INFORMATION FORM FOR DIRECTORS OF HOUSING

INFORMATION FORM

Name of Institution _____ Name _____

PART I - Employment, Institutional, and Demographic Information

Please answer items by circling the letter of the appropriate response(s)

1. NUMBER OF STUDENTS IN YOUR RESIDENCE HALLS
 - a. under 5,000
 - b. 5,000-5,999
 - c. 6,000-6,999
 - d. over 7,000
2. LENGTH OF TIME AT YOUR CURRENT POSITION LEVEL
 - a. less than 5 years
 - b. 5-10 years
 - c. 11-15 years
 - d. more than 15 years
3. LENGTH OF TIME PROFESSIONALLY EMPLOYED IN STUDENT AFFAIRS/HIGHER EDUCATION
 - a. less than 5 years
 - b. 5-10 years
 - c. 11-15 years
 - d. more than 15 years
4. YOUR CURRENT AGE
 - a. 24-35 years
 - b. 36-45 years
 - c. 46-55 years
 - d. over 55 years
5. NUMBER OF EMPLOYEES REPORTING DIRECTLY TO YOU
 - a. less than 5
 - b. 5-10
 - c. 11-15
 - d. more than 15
6. INDICATE WHICH PROFESSIONAL ASSOCIATIONS IN WHICH YOU HOLD MEMBERSHIP. (CIRCLE ALL THAT APPLY)
 - a. ACPA
 - b. ACUHO-I
 - c. NASPA
 - d. NAWDAC
 - e. Other _____

(please specify)

7. DO YOU HAVE AN ADVANCED DEGREE IN A FIELD RELATED TO HIGHER EDUCATION (e.g. ADMINISTRATION, COUNSELING, STUDENTS PERSONNEL)?

MASTER'S DOCTORATE
 A. yes B. no A. yes B. no

8. FAMILIARITY WITH HERSEY AND BLANCHARD'S SITUATIONAL LEADERSHIP MODEL
 - a. unfamiliar with model
 - b. know name but not content
 - c. know name and have general knowledge of model
 - d. have thorough knowledge of the model

PART II - Staff Participating in the Study

POSITION TITLE

Staff Member 1 _____
 Staff Member 2 _____
 Staff Member 3 _____
 Staff Member 4 _____

APPENDIX J
INFORMATION FORM FOR STAFF

INFORMATION FORM

Employment and Demographic Information

NAME OF INSTITUTION _____

Please answer items by circling the letter of the appropriate response(s).

1. LENGTH OF TIME PROFESSIONALLY EMPLOYED IN STUDENT AFFAIRS/HIGHER EDUCATION
 - a. less than 5 years
 - b. 5-10 years
 - c. 11-15 years
 - d. more than 15 years
2. LENGTH OF TIME EMPLOYED BY YOUR CURRENT DIRECTOR OF HOUSING
 - a. less than 2 years
 - b. 2-5 years
 - c. 6-10 years
 - d. more than 10 years
3. YOUR CURRENT AGE
 - a. under 25 years
 - b. 25-30 years
 - c. 31-40 years
 - d. 41-50 years
 - e. over 50 years
4. DO YOU HAVE AN ADVANCED DEGREE (MASTER'S AND/OR DOCTORAL) IN A FIELD RELATED TO HIGHER EDUCATION (e.g. EDUCATIONAL ADMINISTRATION, COUNSELING, STUDENT PERSONNEL)?

| | | | |
|----------|-------|-----------|-------|
| MASTER'S | | DOCTORATE | |
| A. yes | B. no | A. yes | B. no |
5. INDICATE WHICH PROFESSIONAL ASSOCIATIONS IN WHICH YOU HOLD MEMBERSHIP (CIRCLE ALL THAT APPLY)
 - a. ACPA
 - b. ACUHO-I
 - c. NASPA
 - d. NAWDAC
 - e. Other (please specify) _____
6. FAMILIARITY WITH HERSEY AND BLANCHARD'S SITUATIONAL LEADERSHIP MODEL
 - a. unfamiliar with model
 - b. know name but not content of model
 - c. know name and have general knowledge of model
 - d. have thorough knowledge of the model

REFERENCES

- Anderson, L. R. (1966). Leader behavior, member attitudes, and task performance of intercultural discussion groups. The Journal of Social Psychology, 66, 305-319.
- Argyris, C. (1957). Personality and organization. New York: Harper & Row.
- Argyris, C. (1962). Interpersonal competence and organizational effectiveness. Homewood, IL: Dorsey Press.
- Argyris, C. (1964). Integrating the individual and the organization. New York: John Wiley & Sons.
- Ashour, A. S. (1973). The contingency model of leadership effectiveness: An evaluation. Organizational Behavior and Human Performance, 9, 335-339.
- Bass, B. M. (1960). Leadership, psychology, and organizational behavior. New York: Harper & Row.
- Bass, B. M. (1981). Stogdill's handbook of leadership. New York: The Free Press.
- Beck, J. D. W. (1978). Leadership in education: A field test of Hersey and Blanchard's situational leadership theory. Doctoral Dissertation, University of Massachusetts.
- Blake, R. R., & Mouton, J. S. (1964). The managerial grid. Houston, TX: Gulf Publishing.
- Boucher, R. L. (1980). The effect of the congruence of leadership style and task-relevant ability on leadership effectiveness: A field test of situational leadership theory. Doctoral Dissertation, Ohio State University.
- Brown, R. D. (1972). Student development in tomorrow's higher education--A return to the academy. Washington, DC: American Personnel and Guidance Association.
- The Carnegie Council on Policy Studies in Higher Education. (1980). Three thousand futures: The next twenty years for higher education. San Francisco: Jossey-Bass.
- Cashman, J., Dansereau, F., Graen, G., & Haga, W. J. (1976). Organizational understructure and leadership: A longitudinal investigation of the managerial role-making process. Organizational Behavioral and Human Performance, 15, 278-296.

- Chemers, M. M., & Skyzpek, G. J. (1972). An experimental test of the contingency model of leadership effectiveness. Journal of Personality and Social Psychology, 24, 172-177.
- Clark, N. A., Jr. (1981). Educational leadership: A field test of Hersey and Blanchard's situational leadership theory. Doctoral Dissertation, University of Massachusetts.
- Council of Student Personnel Associations in Higher Education, Professional Development Commission. (1975). Student development services in post secondary education. Journal of College Student Personnel, 16, 524-528.
- Damico, J. H. (1976). A study of the relationships among levels of employee maturity and leadership style in an industrial setting. Doctoral Dissertation, Syracuse University.
- Dansereau, F., Graen, G., & Haga, W. J. (1975). A vertical dyad linkage approach to leadership within formal organizations. Organizational Behavior and Human Performance, 13, 46-78.
- DeCoster, D. A., & Brown, S. S. (1983). Staff development: Personal and professional education. In T. K. Miller, R. B. Winston, and W. R. Mendenhall (Eds.), Administration and leadership in student affairs, Muncie, IN: Accelerated Development.
- DeCoster, D. A., & Mable, P. (1974). Residence education: Purpose and process. In D. A. DeCoster, P. Mable (Eds.), Student development and education in college residence halls. Washington, DC: American College Personnel Administration.
- Delworth, U. (1978). Editor's notes. In U. Delworth (Ed.), New directions for student services: No. 2. Training competent staff. San Francisco: Jossey-Bass.
- Delworth, U., & Hanson, G. R. (1980). Essential competencies and techniques. In U. Delworth & G. R. Hanson (Eds.), Student services: a handbook for the profession. San Francisco: Jossey-Bass, 1980.
- Diamond, D. A. (1980). A study of relationships between the effectiveness of elementary principals in the utilization of situational leadership as perceived by teachers and self-actualizing behavior of teachers, grades K-5. Doctoral Dissertation, Florida State University.
- Edman, R. H. (1982). A study of leadership behavior based on situational leadership theory as related to locus of control. Dissertation Abstracts International, 43, 1764-A. (University Microfilms No. 8224749)
- Fiedler, F. E. (1967). A theory of leadership effectiveness. New York: McGraw Hill.

- Fiedler, F. E. (1978). The contingency model and the dynamics of the leadership process. In C. Berkowitz (Ed.), Advances in experimental social psychology. New York: Academic Press.
- Filley, A. C., House, R. J., & Kerr, S. (1976). Managerial process and organizational behavior. Glenview, IL: Scott, Foresman.
- Fish, J. E. (1981). Early childhood program administration: An application of situational leadership theory. Doctoral Dissertation, University of California, Los Angeles.
- Fleishman, E. A. (1969). Manual for leadership opinion questionnaire. Chicago: Science Research Associates.
- Fleishman, E. A., & Harris, E. F. (1962). Patterns of leadership behavior related to employee grievances and turnover. Personnel Psychology, 15, 43-46.
- Fleishman, E. A., Harris, E. F., & Burt, H. E. (1955). Leadership and supervision in industry. Columbus, OH: Ohio State University, Bureau of Educational Research.
- Graen, C., & Schilman, W. (1978). Leader-member agreement: A vertical dyad linkage approach. Journal of Applied Psychology, 63, 206-212.
- Gumpert, R. A., & Hambleton, R. K. (1979). Situational leadership: How Xerox managers fine-tune managerial styles to employee maturity and task needs. Management Review, 68(12), 8-12.
- Halpin, A. W. (1955). The leader behavior and leadership ideology of educational administration and aircraft commanders. Harvard Education Review, 25, 18-32.
- Halpin, A. W. (1957). Manual for leader behavior description questionnaire. Columbus, OH: Bureau of Business Research, the Ohio State University.
- Halpin, A. W., & Winer, B. J. (1957). A factorial study of the leader behavior descriptions. In R. M. Stogdill and A. E. Coons (Eds.), Leader behavior: Its description and measurement. Columbus, OH: Bureau of Business Research, the Ohio State University.
- Hambleton, R. K., Blanchard, K. H., & Hersey, P. (1977). Maturity Scale. San Diego: Center for Leadership Studies.
- Hemphill, J. K. (1949). Situational factors in leadership. Leadership Studies Monograph No. 4. Columbus, OH: The Ohio State University.

- Hemphill, J. K. (1955). Patterns of leadership behavior associated with the administrative reputation of the departments of a college. Journal of Educational Psychology, 46, 385-401.
- Hersey, P., & Blanchard, K. H. (1969). Life cycle theory of leadership. Training and Development Journal, 23(5), 26-34.
- Hersey, P., & Blanchard, K. H. (1969). Managing research and development personnel: An application of leadership theory. Research Management, 12, 331-338.
- Hersey, P., Blanchard, K. H., & Hambleton, R. K. (1980). Leadership scale. San Diego: University Associates.
- Hersey, P., Blanchard, K. H. (1982). Management of organizational behavior. Englewood Cliffs, NJ: Prentice-Hall.
- Hodgkinson, H. L. (1981). Administrative development. In A. W. Chickering and Associates (Eds.), The modern American college. San Francisco: Jossey-Bass.
- House, R. J. (1971). A path goal theory of leader effectiveness. Administrative Science Quarterly, 16, 321-339.
- House, R. J., & Mitchell, T. R. (1974). Path-goal theory of leadership. Journal of Contemporary Business, 3, 81-98.
- Hyman, R. E. (1983). As assessment of student affairs training programs in relation to professional competencies. Doctoral Dissertation, University of Florida, Gainesville.
- Jennings, H. H. (1943). Leadership and isolation. New York: Longmans, Green.
- Katz, D., Macoby, N., Gurin, G., & Floor, L. G. (1951). Productivity, supervision, and morale among railroad workers. Ann Arbor: Institute for Social Research.
- Katz, D. N., Macoby, N., & Morse, N. C. (1950) Productivity supervision and morale in an office situation. Ann Arbor: Institute for Social Research.
- Korman, A. K. (1966). Consideration, initiating structure, and organizational criteria, a review. Personnel Psychology: A Journal of Applied Research, 4, 349-361.
- Likert, R. (1961). New patterns of management. New York: McGraw Hill.
- Likert, R. (1967). The human organization. New York: McGraw-Hill.
- Mayo, E. (1945). The social problems of an industrial civilization. Boston: Harvard Business School.

- McCorkle, C. O., Jr., & Archibald, S. O. (1982). Management and leadership in higher education. San Francisco: Jossey-Bass.
- McGregor, D. (1960). The human side of enterprise. New York: McGraw-Hill.
- McGregor, D. (1966). Leadership and motivation. Boston: MIT Press.
- Miller, G. C. (1977). Beyond management by objectives as a supervision technique: An investigation of the effects of applying jointly a situational leadership model and management by objectives in the supervision of student teachers. Doctoral Dissertation, University of Massachusetts.
- Miller, T. K., & Carpenter, D. S. (1980). Professional preparation for today and tomorrow. In D. G. Creamer (Ed.), Student development in higher education. Cincinnati: American College Student Personnel Association.
- Miller, T. K., & Prince, J. S. (1976). The future of student affairs. San Francisco: Jossey-Bass.
- Morris, M. H. (1979). Situational leadership theory in professional education. Unpublished Doctoral Dissertation, University of New Orleans.
- Poole, G. T. (1982). Application of the situational leadership theory on goal setting and goal integration for a program of multicultural/multilingual teacher in-service education in Orange County, Florida. Doctoral Dissertation, Florida State University.
- Porter, L. W., Lawler, E. E., III, & Hackman, R. J. (1975). Behavior in organizations. New York: McGraw-Hill.
- Reddin, W. J. (1967). The 3-D management style theory. Training and Development Journal, 8-17.
- Schriesheim, C. A., & Kerr, S. (1977). Theories and measures of leadership: A critical appraisal. In J. G. Hunt and L. L. Larson (Ed.), Leadership: The cutting edge. Carbondale: Southern Illinois University Press.
- Schriesheim, C. A., & Von Glinow, M. A. (1977). The path-goal theory of leadership: A theoretical and empirical analysis. Academy of Management Journal, 20, 398-405.
- Sergiovanni, T. J., Metzous, R., & Burden, L. (1969). Toward a particularistic approach to leadership style: Some findings. Educational Administration Abstracts, 4, 54.

- Skipper, C. E. (1976). Personal characteristics of effective and ineffective university leaders. College and University, 2, 138-143.
- Skipper, C. E. (1977). Administrative skills of effective and ineffective university leaders. College and University, 3, 276-280.
- Smith, M. E. (1975). Effectiveness in urban elementary schools as a function of the interaction between leadership behavior of principals and maturity of followers. Doctoral Dissertation, University of Massachusetts.
- Stogdill, R. M. (1948). Personal factors associated with leadership: A survey of the literature. Journal of Psychology, 25, 35-71.
- Stogdill, R. M. (1974). Handbook of leadership. New York: The Free Press.
- Stogdill, R. M., & Coons, A. E. (Eds.). (1957). Leader behavior: Its description and measurement. Research Monograph No. 88. Columbus, OH: Bureau of Business Research, The Ohio State University.
- Tannenbaum, R., & Schmidt, W. H. (1958). How to choose a leadership pattern. Harvard Business Review, 36, 95-102.
- Taylor, F. W. (1911). The principles of scientific management. New York: Harper and Brothers.
- VosStroche, G. M. (1978). The relationship between perceived ideal and actual leader behavior coaches, team performance outcomes, skill level, and class level. Doctoral Dissertation, University of California.
- Vroom, V. H. (1964). Work and motivation. New York: McGraw-Hill.
- Weston, B. O. (1980). A study of the situational leadership capabilities of leaders in elementary school administration. Doctoral Dissertation, Saint Louis University.
- Yukl, G. A. (1981). Leadership in organizations. Englewood Cliffs, NJ: Prentice-Hall.
- Yukl, G. A., & Nemeroff, W. F. (1979). Identification and measurement of specific categories of leadership behavior: A progress report. In J. G. Hunt and L. L. Larson (Eds.), Cross-currents in leadership. Carbondale: Southern Illinois University Press.

BIOGRAPHICAL SKETCH

Michael K. Vetter was born on September 14, 1954, in Van Wert, Ohio. After attending public schools in Lima, Ohio, he graduated from Shawnee High School in 1972. He received a Bachelor of Arts degree in psychology from Ohio Wesleyan University in 1976.


In June 1976, Mr. Vetter entered graduate school at Bowling Green State University in Bowling Green, Ohio. While attending graduate school he worked as an Assistant Hall Director at Defiance College in Defiance, Ohio. He was awarded a Master of Education degree in college student personnel in August 1977.

From July 1977, until July 1979, Mr. Vetter served as Director of Housing-Assistant Dean of Students at Defiance College. In the summer of 1979, he accepted a position as Assistant Director of Residence Life at the University of Florida in Gainesville, Florida, a position he held until July 1984. He entered the doctoral program in education administration at the University of Florida in 1981.

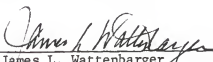
Presently, Mr. Vetter is employed as Director of Residence Life and Assistant Professor of College Student Personnel at Western Illinois University in Macomb, Illinois.

Mr. Vetter married Deborah L. Burkhardt in December 1977, and has a daughter, Diana Lindsey, born in April 1984. Mrs. Vetter also has a Master of Education degree in College Student Personnel from Bowling Green State University. She is currently employed as Student Activities Advisor at Western Illinois University.


I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as dissertation for the degree of Doctor of Philosophy.


C. Arthur Sandeen, Chairman
Professor of Educational Leadership

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as dissertation for the degree of Doctor of Philosophy.



James L. Wattenbarger
Professor of Educational Leadership

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as dissertation for the degree of Doctor of Philosophy.


Dr. Harold C. Riker
Professor of Counselor Education

This dissertation was submitted to the Graduate Faculty of the College of Education and to the Graduate School and was accepted as partial fulfillment of the requirements for the degree of Doctor of Philosophy.

August, 1985


Dean, College of Education

Dean, Graduate School